



THE EFFECTS OF SOCIAL MEDIA ON GRAMMAR COMPETENCE AMONG
UNDERGRADUATES IN UNIVERSITI TUNKU ABDUL RAHMAN (UTAR)

WONG YEW HENG

UTAR

A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF ARTS (HONS) ENGLISH LANGUAGE
FACULTY OF ARTS AND SOCIAL SCIENCE (FAS)

UNIVERSITI TUNKU ABDUL RAHMAN

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WONG YEW HENG

APPROVAL FORM

This research paper attached hereto, entitled “The Effects of Social Media on Grammar Competence Among Undergraduates in Universiti Tunku Abdul Rahman (UTAR)” prepared and submitted by Wong Yew Heng in partial fulfillment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.

Date: _____

Supervisor

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ABSTRACT

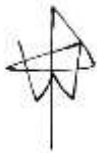
Social media is undoubtedly the most popular platform for online communications to be taken place among Malaysian undergraduates and undergraduates from the rest of the world. Majority of the activities on social media are conducted using English language as the primary and universal language. The exposure of English language on social media has deeply affected the development of grammar competence among the undergraduates as they create and consume social media content on a daily basis. On the other hand, the criticisms about Universiti Tunku Abdul Rahman (UTAR) undergraduates and their incompetence to communicate fluently in English language is a serious matter that cannot be overlooked anymore as it goes against UTAR's mission to preserve a strong programme that cultivates brilliant undergraduates. Hence, the research adopted quantitative methodologies to study the important issues between social media and UTAR undergraduates, which including the usage of Internet slangs on social media, the grammar competence of the undergraduates, and the perception of the undergraduates on its effects. This research invited 150 UTAR undergraduates to participate in a survey session through the application of online questionnaire platform. Subsequently, different analysis methods were used to analyze the data gathered thoroughly in order to draw conclusions based on their responses. The findings of this research will definitely serve as a future reference for educators to understand the effects of social media on the grammar competence among UTAR undergraduates.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic, or personal.

Name: WONG YEOW HENG

Student ID: 17AAB03044

A handwritten signature in black ink, appearing to be 'WYH' with a vertical line extending downwards from the bottom of the 'H'.

Signed:

Date: 10/12/2020

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List of Abbreviations

Abbreviations

Meanings

etc.

et cetera

E.g.

“Exempli gratia” which translates to “for example”

Chapter 1

Introduction

1.0 Introduction

Social media is the most popular platform for digital communications in the 21st century. Social media has been developed as a complex communication tool that contains hundreds of unique features to fulfil one ultimate purpose for its users, which is to establish connection among every human (Boyd & Ellison, 2007). Kaplan and Haenlein (2010) disclosed that social media can be split and classified as six distinct categories, which are Social Networking Sites, Blogs, Collaboration Projects, Virtual Game Worlds, Virtual Social Worlds, and Content Communities. Meanwhile, English is the most common language used among most of the social media users. English helps the users to establish a channel of communication for users from every part of the world. When users tend to quicken this mean of communication, which is the Computer-Mediated Communication (CMC), internet slangs were introduced and widely used by social media users. Although the usage of internet slangs is undoubtedly useful and convenient, the effects of the internet slangs toward the grammar competence of its users have been remained unquestioned.

On the other hand, the criticisms regarding the overall proficiency of English language among the undergraduates at Universiti Tunku Abdul Rahman (UTAR) have been an issue that cannot be overlooked. The current undergraduates at UTAR have been showing exceptional potential in various aspects, except for the incompetence to communicate fluently with others in English. Studies have suggested that the time spent on social media is strongly bonded with the development of English proficiency of its users, therefore, social media can be the reason behind the incompetence of the UTAR undergraduates in terms of English proficiency (Chua, Fong, Goh,

& Wong, 2014). Since majority of the UTAR undergraduates are active users on social media, the constant usage of social media also leads to a significant influence on the grammar competence of the undergraduates. Hence, the relationship between social media and undergraduates is a topic of study that is explored in this research.

1.1 Research Background

English is widely used by Malaysians although it is not the official language of Malaysia. In terms of education in Malaysia, English is a compulsory subject in primary and secondary schools while private universities choose to use English as the main language instead of Malay in order to keep up with modernization (Gill, 2005). To archive this goal, the undergraduates are constantly encouraged to communicate with others using English in classes and co-curricular activities. This indicates English is very demanded in Malaysia and it should be emphasized in every level of education. Other than education, English is also the main language used in social media as it can be understood by users from different language background. Hence, social media plays an influential role in affecting the English proficiency of Malaysian undergraduates.

The development of social media has brought many changes in our way of communicating, learning, and education in general. The positive and negative impacts of social media revolutionized every facet of society in Malaysia over the past decades. Individuals and organizations are benefited by social media as they can create profiles, share and exchange information with other users effortlessly. Besides, social media can be accessed not only through personal computer, but through smartphone applications as well, making it one of the most versatile and convenient services on the Internet (Haque, 2018). There are many types of social media that provide the feature of cross-platform for both pc and smartphone, such as Facebook, Twitter, WhatsApp, Instagram, and more.

Furthermore, the data presented by The Internet Users Survey 2018 showed several interesting facts about social media and internet users in Malaysia. First, social media is the most popular online content sharing platform in Malaysia, followed by the group messaging platform, private messaging platform, email, and so on. Second, the majority internet users in Malaysia belonged in the age group between 20 and 30 years' old, which is consistent with the average age group for undergraduates in Malaysia. An enormous eight hours is used in their daily average usage of the internet. Third, 12 percent of the overall population of internet users are students who were enrolled in full-time education in Malaysia (Malaysian Communication Multimedia Commission, 2019).

Furthermore, the data presented by The Internet Users Survey 2018 showed several interesting facts about social media and internet users in Malaysia. First, social media is the more popular online content sharing platform in Malaysia. Second, the majority internet users in Malaysia belonged in the age group between 20 and 30 years' old, which represented the average age group for the undergraduates in Malaysia. Third, 12 percent of the overall population of the internet users are students who are enrolled in full-time education in Malaysia (Malaysian Communication Multimedia Commission, 2019). Based on the facts, it is clear that social media has greatly influenced and shaped the learning experience of undergraduates and their channel to get the latest information (Mubarak, 2016).

According to Aghazamani (2010), social media is considered as the most modern and attractive mean for online communication among the vast varieties of internet users. This can be supported a study conducted by Muniandy (2010) which stated that around 30 percent of undergraduates at a local university in Malaysia perceived themselves to have an excessive or high level of internet usage while 69 percent of them perceived to have a fair level of internet usage.

These data can be used to confirm that Malaysian undergraduates are in fact, active social media users. Therefore, it can be concluded that social media and undergraduates are closely related to each other and the effects of social media are straightforward and influential towards the grammar competence of the undergraduates.

Universiti Tunku Abdul Rahman (UTAR) is recognized as the second-best private university in Malaysia. UTAR offers tertiary education such as postgraduate programs for bachelor's degrees and masters while UTAR undergraduates must achieve minimum band 3 in the Malaysia University English Test (MUET) as a compulsory requirement for their degree qualification. English is the main language used in teaching and learning for most of the subjects. However, a study from Chua, Fong, Goh, and Wong (2014) showed that more than 70 percent of the undergraduates are Chinese which tend to use Mandarin and Cantonese as their primary language while communicating with each other, and this issue has led to the decline of English standard among UTAR undergraduates. Therefore, grammar competence and the knowledge of language play a major role in affecting the English proficiency of the undergraduates.

In a nutshell, the growth of social media is accelerating with the development of English language simultaneously. Social media and other electronic communication platforms have contributed the introduction of internet slangs among the undergraduates in Malaysia. Undergraduates tend to generate their own unique style of expressions by using slangs on social media despite the fact that the importance of grammar competence is ignored in the written context (Namvar, 2014). Hence, the effects of social media on the grammar competence among UTAR undergraduates are investigated in this research.

1.2 Problem Statement

Social media is a unique platform to help users create and share ideas without physical boundaries. However, there are two sides to every story, and this applies to social media as well. One of the problems is the incorrect usage of language on social media. A study by Mahmud (2014) stated that the incorrect usage of grammar while writing on social media compromises the grammar competence of its users and leads to a domino effect of incorrect grammar and vocabulary usage. As an undergraduate at UTAR, slangs are frequently used in daily communications with other undergraduates on social media. This leads to a familiarization of social media language which affects the grammar competence among undergraduates unconsciously in formal writings.

Internet slangs are a set of texts and chat abbreviations which is used to ease a communication process. Slangs was originated in the early days of the Internet where changes in grammar, vocabulary, pronunciation, and spelling are allowed in online communications. Some of the common internet slangs, such as LOL (laugh out loud), rn (right now), gr8 (great), and so on, are now part of English language used on social media (Namvar, 2014). Studies have showed their concerns that the English proficiency of social media users might decline drastically when excessive usage of internet slangs are used formal settings, such as business and education settings (Barseghyan, 2013).

Due to the familiarization of the internet slangs, undergraduates might tend to misuse these slangs during the process of formal writing. According to Haque (2018), undergraduates become comfortable to write the slangs in their formal reports and examinations which ultimately cause their grammar competence to drop. In addition, Hamat and Hassan (2019) mentioned that social media is a powerful tool that can bring both positive and negative impacts to the undergraduates in terms of English language proficiency when it is used for pedagogical purposes.

In summary, the familiarization of the usage of internet slangs on social media and its effect on the grammar competence among UTAR undergraduates are established as the topic of study in this research. The effects of social media and internet slangs which can be either beneficial or harmful towards the development of grammar competence among the undergraduates who are currently studying at UTAR is still unknown. Hence, this research aims to study the connection between social media and UTAR undergraduates, and the effects of social media and internet slangs in terms of the grammar competence of the undergraduates.

1.3 Research Objectives

1. To investigate the frequency of social media usage among UTAR undergraduates.
2. To investigate the grammar competence of UTAR undergraduates through identification of internet slangs.
3. To investigate the perceptions of UTAR undergraduates on social media and grammar competence.

1.4 Research Questions

1. What is the frequency of social media usage among UTAR undergraduates?
2. How accurate are the UTAR undergraduates in terms of identifying internet slangs based on their grammar competence?
4. What are the perceptions of UTAR undergraduates on social media and grammar competence?

1.5 Significance of the Research

The relationship between social media and grammar competence among Malaysian undergraduates is niche topic of study in Malaysia and there are barely enough evidences to indicate whether social media is beneficial or harmful towards the development of grammar competence among the Malaysian undergraduates.

This research can support UTAR in achieving one of the missions, which is to “Maintain a strong undergraduate program, which encourages the intellectual and personal development of students and responses to professional and community needs (Chua, Fong, Goh, & Wong, 2014).” In current Malaysia society, undergraduates who have excellent amount of knowledge and communication skills are more favored by employers from international corporations when they are applying for a decent job when they are graduated. Unfortunately, the lack of grammar competence causes a huge challenge for the UTAR undergraduates to communicate fluently in English. This research can be served as a reference for the educators to guide the undergraduates in fulfilling the crucial requirements in the future.

Moreover, this research can help to shed some light on the effects of social media on UTAR undergraduates and undergraduates from other universities in Malaysia as well. The study by Mahmud (2014) explained the importance of social media in affecting the language proficiency among undergraduates can be rendered as a framework for other studies. This research can be used to assist future researches with similar topics of study and help the future researches to generate more relevant and reliable results.

1.6 Definition of Terms

1. Social media is defined as a collection of internet-based software and websites that are developed based on the technological foundations and ideological of Web 2.0, which allows the creation and distribution of User Generated Content (Kaplan & Haenlein, 2010). Besides, it is referred as an online platform for establishing a relationship with other users who share a similar interest and background. Undergraduates tend to use social media for many purposes, which including cultivating relationship, creating and sharing information, and communicating with others. The daily usage of social media constantly affects the grammar competence of the undergraduates as they write and type on social media using internet slangs, short forms of words, jargons, etc. Majority of the undergraduates are stated to be using different social media platforms at the same time because each social media platform offers different contents to the undergraduates (Al-Rahmi & Zeki, 2017).
2. Grammar competence is defined as the knowledge of a language that is stored in a person's mind. The concept of grammar competence was first introduced by Noam Chomsky in the 1960s and it was referred to the implicit knowledge of structural regularities of language in one's mind and the ability to recognize, classify, and produce distinctive grammatical structures (Cook, 2008). An undergraduate with high level of grammar competence must be able to structure grammatically correct sentences, to understand the meaning of the grammatical rules, to observe grammatical errors, to comment about the rights and wrongs of linguistic forms, and to accomplish language testing tasks through a series of theoretical knowledge about grammar rules (Millrood, 2014).

3. Slang is defined as the informal and non-standard words or phrases used in conversations and messages. Slang is often originated in subcultures within a society as expressions, such as the form of figure of speech, new coinages, existing words with new meanings, generalized words with narrow meanings, and abbreviated words (Guricová, 2013). Crystal (2002) defined Internet slangs as a variety of language used by Internet users to present a specific kind of graphic, orthographic, grammatical, discourse, and lexical features. Internet slangs are used in various chat groups and instant messaging features on social media platforms for various reasons, which including for fun of it, to be different from others, to reduce seriousness, to introduce intimacy, to be secret, etc. The internet slangs that are reviewed in this research including shortening of words, Malaysian English phrases, repetition, capitalization of letters, Internet jargons, onomatopoeia, misspelling, acronyms, letter homophone, letter-number combinations, and code-switching.
4. Undergraduates refers as the university students who are currently enrolled in their education for their degree qualification. Bachelor's degree is the most common type of undergraduate degree, which normally requires at least three or four years to complete (DesJardins, Kim, & Rzonca, 2003). For this research, the undergraduates from UTAR who are currently pursuing a bachelor's degree is selected as the participants. Since most of the academic subjects are taught in English, the grammar competence of English is considered as a crucial factor in the personal development of the undergraduates. This research may provide some guidance to further studies to help improve the linguistic performance of the undergraduates.

1.7 Scope and Limitations of the Research

This research aimed to study the effects of social media on the grammar competence of UTAR undergraduates. To achieve this objective, the relationship between the usage of social media and the grammar competence of UTAR undergraduates are researched. The targeted participants in this research are 150 UTAR undergraduates who are aged between 19 and 29 years' old. The data collection will be conducted through the distribution of a questionnaire to the participants through online channel. The data collected from the questionnaire are compiled and analyzed to formulate a finding based on the opinions of the undergraduates and establish a conclusion. Lastly, the findings of this research are published and hopefully contribute to other relevant studies in Malaysia.

However, there are some limitations in this research that must be addressed. First, the sample size of the research participants is relatively small to represent the whole phenomena of Malaysian undergraduates since the targeted participants are only 150 UTAR undergraduates. Different learning environments and cultures in other universities might lead to different results based on the same topic of study. Besides, another limitation of this research is the lack of financial resource. This research is conducted by solely one student under the guidance from a supervisor. With sufficient financial recourse, this research could be expanded and conducted on a large scale of population. Hence, further studies are suggested to overcome said limitations by conducting research on different circumstances with more recourses so that the effects of social media on the grammar competence of undergraduates in Malaysia can be fully comprehended.

Chapter 2

Literature Review

2.1 Insights to the Issues related to the research

In the 21st century, social media and technology play an important role in the learning process among tertiary education settings, particularly among colleges and universities. Social media has shaped the channel of communications among colleges and universities as its features such as instant messaging and video calling are more convenient and time-saving compared to E-mails and phone calling services. University undergraduates use social media to share information with their friends and communicate with lecturers and tutors about academic issues on a daily basis. Social media is one of the technologies that has been recently integrated into the field of education to cater the requirements of a modernized teaching and learning experience. Furthermore, English is the language used by undergraduates to communicate with each other as English can be understood by nearly all undergraduates. To quicken the mean of communication, internet slangs are introduced on social media and it is frequently used by the undergraduates up to this time (Mubarak, 2016). Due to the constant usage of internet slangs on social media, the effects on grammar competence among the undergraduates will be examined this research.

2.2 Social Media

Social media is defined as the web-based services that are developed for three main purposes: to create a user profile within the social media system; to present a complete list of users whom they share similarities with the user; to connect and communicate with other users through social media (Boyd & Ellison, 2007). Social media is a unique way for people to communicate as it allows the users to express and show their opinions in their social networks which are visible to

other users. The users can use social media to communicate with the people who have always been a part of their existing social network or look for new connections who share similar topics of interest to extend their social network. Some social media are also designed to introduce the users into homogenous groups based on their nationality, location, age, and other common factors in a society. The use of group chat on social media as an educational tool for universities have become increasingly common as educators and undergraduates can instantly communicate with each other without requiring face-to-face meeting (Al-Rahmi, Othman, Yusof, & Musa, 2015). Meanwhile, undergraduates also used social media as a source of entertainment other than educational purposes. Online multiplayer games, memes and funny videos are some of the contents that are popular among undergraduates as a study conducted by Hamid, Ishak, Ismail, and Yazam (2013) discovered that more than 70 percent of the Malaysian undergraduates in the study agreed that they used social media for entertainment. As a result, English has become the predominant language for online communication on social media and it has implicitly contributed towards the development of the academic performance, English proficiency, and grammar competence among the undergraduates (Hamat and Hassan, 2019).

2.3 Implications of Social Media in Grammar Competence

As social media users are spending more time on social media for purposes other than education, the implication of social media towards the grammar competence of its users has become a noteworthy issue in academic studies. According to Al-Rahmi, Othman, Yusof, and Musa (2015), social media has become a major factor in influencing the academic performance and English proficiency of Malaysian undergraduates since the new generations of undergraduates spend a great deal of time on social media for education, entertainment, and other purposes. Unlike real life conversations, the communication on social media ignores the formalities of language and

allows the misused of grammar and abbreviated words (Haque, 2018). Although social media benefits the undergraduates as a source of communication between them and their lecturers, the addiction and over-participation of undergraduates can bring negative impacts to their grammar competence since they are focusing more time to write and communicate without checking through their usage of grammar Kirschner and Karpinski (2010). Hence, this issue can be further studied in Malaysian researches to investigate whether social media leads to the implication in the grammar competence of undergraduates who are currently studying in Malaysia.

2.4 Roles of Social Media in Second Language Learning

The convenience of social media and its user-friendly interface provides an excellent opportunity for university undergraduates to improve their second language learning. Undergraduates can get all the necessary learning materials, information and advices from social media for their English as second language learning. For example, Facebook and WhatsApp are social media platforms which are using English as the main language of communication and familiarization by majority of the undergraduates. Al-Rahmi, Othman, Yusof, and Musa (2015) mentioned that social media is an extremely influential tool that can be used to create value and reinforce academic expectations for language learning. Cook (2008) also mentioned that social media is a great platform that can motivate its users in second language learning as the content on social media are constantly interchanging, as if like a learning platform where the learning tasks were never finished for second language learners. However, the absence of language restrictions on social media and the rapid pace of change in social media provide more challenges for educators and undergraduates to establish a guideline for social media as tool for second language learning. Hence, social media can often prove as harmful to the undergraduates instead of benefiting the second language learning process.

2.5 Past Studies

Several past studies had disclosed the effects of social media on the grammar competence among university undergraduates in Malaysia. First, the research conducted by Chua, Fong, Goh, and Wong (2014) studied the impact of the social network on the English proficiency among the university undergraduates that is located in Malaysia. The research main focused on the usage of social media, specifically social networking sites, as a factor to justify the declining language standards among fresh undergraduates in Malaysia. In this research, 95 undergraduates from a local private university in Malaysia were filtered and chosen by the researchers before participating in the data collection process, which is by using a subject course titled Report Writing as the measurements of the English proficiency of the undergraduates. The data were processed and analyzed into meaningful information based on the objectives and hypothesis formed in the research. Lastly, the findings revealed that social media and English proficiency among the undergraduates share a close relationship and social media can bring significant impact on the English proficiency among the undergraduates.

Moreover, a study conducted by Thurairaj, Hoon, Roy, and Fong (2005) revealed that Malaysian undergraduates tend to use their own preferred language and terms in their daily usage of social media services. In this research, there are participants who stated that they preferred use Chinese language in their communication on social media instead of English since Chinese is their first language. This issue has negatively impacted the proficiency in English among the undergraduates. The justification behind the conclusion of the research is that undergraduates are well aware of the examination requirements, which including the deduction of marks in assignments and examinations due to misspelling, use of slangs, and incorrect usage of grammar. The undergraduates are conscious about the rules and requirements and they are capable to switch

their mindsets during the writing process, therefore applying different sets of vocabulary to cater the purpose of formal writing. Regardless, social media is one of the factors in influencing the language proficiency among the undergraduates since it is widely used.

In addition, a research by Maros and Taufek (2019) indicated that slangs had its own characteristics and reasons of usage on social media. In this study, the participants are Malaysian youth who regularly used Instagram, commented that slangs are not harmful to the linguistic and pragmatic competence of social media users as they are highly aware of the function of slangs and its usability within the speech community, which is the Instagram platform. The participants realized that slangs cannot be written in formal context even though the data findings showed that slangs are actually advantageous to the style of communication and the facilitation of communicative competence among the participants. Besides, the conclusion of this research mentioned that slangs can help its users to pursue self-identity, achieve politeness in a conversation, express emotions, etc.

Chapter 3

Research Methodology

3.1 Research Design

Quantitative method is adopted in this research as the empirical assessment of the data includes numerical analysis and data measurements. For this research, undergraduates who are studying at Universiti Tunku Abdul Rahman (UTAR) is selected as the participants based on convenience sampling method. A total of 150 undergraduates who fulfill the criteria as social media users and possess either average or advance level of English language proficiency will be requested to complete a questionnaire which consists of four sections in order to identify the demographic profile of the undergraduates, to investigate the relationship between social media and the undergraduates, to test their grammar competence, and to gain their personal opinion on social media and grammar competence. The questionnaire will be distributed to the participants through online. The participation of the undergraduates in this research is completely voluntary as the participants have full autonomy to withdraw from the questionnaire as they like. The data from the questionnaire will be collected and compiled in order to carry out the data analysis process.

3.2 Conceptual Framework

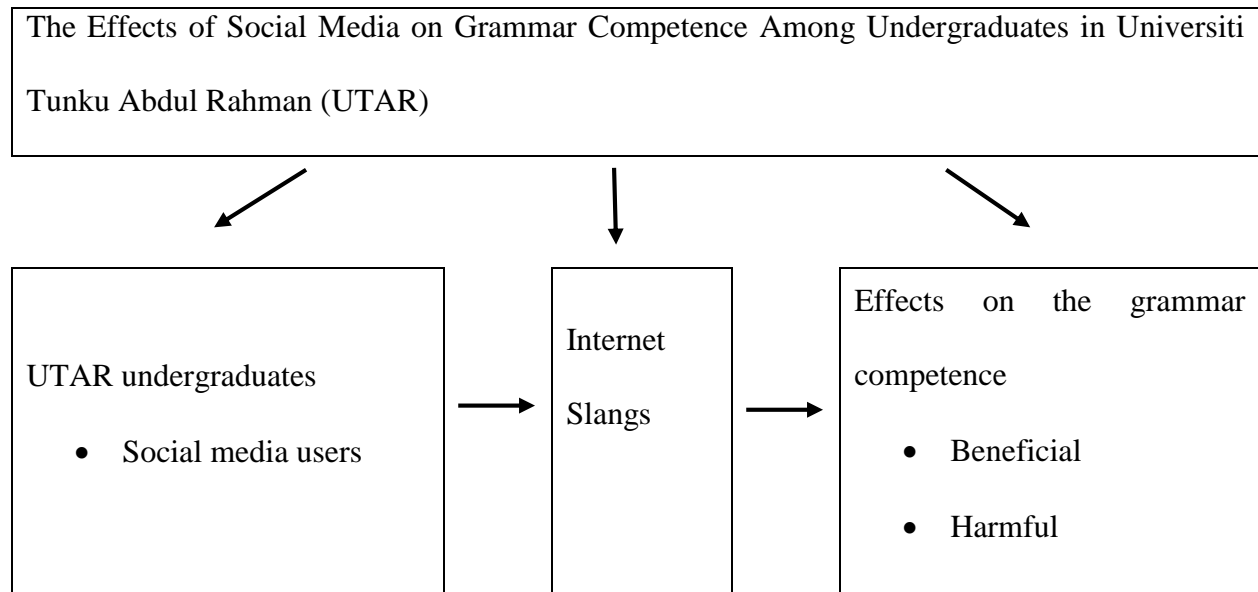


Diagram 1: Conceptual Framework

3.3 Sampling Method

Convenience sampling method is used as the sampling method in this research. Convenience sampling method is a type of non-probability sampling method which selects a pool of participants from the targeted population that fulfills certain criteria, such as easy accessibility of required participants, availability during the period in which the research is conducted, geographical proximity where the research is conducted, etc. The main objective of convenience sampling method is to gather information from the participants who can be easily contacted by the researcher (Etikan, Musa, & Alkassim, 2016). For this research, the convenience sampling method is used as this method allows the research to reach UTAR undergraduates from random backgrounds more easily and effectively. 150 UTAR undergraduates who use social media to communicate with each other and those who possess either average or advance level of English

proficiency are qualified as the participants who will be requested to answer the questionnaire set by the researcher.

3.4 Research Instrument

The main research instrument in this research is the questionnaire. This questionnaire is inspired and adapted from the study which was previously conducted by Chua, Fong, Goh, and Wong (2014) and the survey session will be done online where the questionnaire is distributed to the participants through online channel, which is Google Forms. The questionnaire contains four major sections which are formed based on the research objectives. Section A is designed to investigate the demographic profile of each participants; Section B is designed to investigate the frequency of social media among each of the participants; Section C is designed to test the grammar competence of the participants by asking them to identify the internet slangs embedded in sentences; Section D is designed to gain the perception of each participant on the social media and grammar competence.

A pilot test of the questionnaire is conducted before the actual data collection has begun. The pilot test helps the researcher to ensure the questionnaire is respondent-friendly and can be fully understood by the participants. The first version of the questionnaire is distributed and answered by 10 respondents and changes are made to the questionnaire based on their feedback. Lastly, the revised version of the questionnaire is distributed to the 150 UTAR undergraduates, who are the actual participants of this research.

There is a total of 28 questions in this questionnaire which are allocated in four major sections. Each section of the questionnaire consists of different types of questions to ensure the accuracy and reliability of the data collected, such as multiple-choice questions, open-ended

questions, Yes or No questions, and Likert scaled questions. Every question in this questionnaire is required to be answered by the participants in order to obtain the most desirable response from the participants.

3.5 Data Processing

The questionnaire which was delivered to the participants earlier will be collected through self-administered method. Self-administered questionnaire offers several advantages for the research, such as spending less time on administration, no interviewer bias between the researcher and the participants, and easier questioning for a larger pool of sample size. All 150 sets of questionnaires will be expected to be returned to the researcher. To ensure the accuracy of the data analysis process, the questionnaires that are incomplete or unusable will be filtered out carefully by the researcher.

3.6 Data Analysis

The data from the participants will be compiled and sent directly from Google Forms to a worksheet in Google Spreadsheet, which offers free of charge interactive statistical analysis, data management, and data documentation services (Mallete & Barone, 2013). The data is converted into graphs and charts to ease the analysis process.

Chapter 4

Findings and Analysis

4.1 Descriptive Analysis

Descriptive analysis had been conducted after the data as the statistically compiled through Google Forms and Google Spreadsheet to provide simple yet thorough numerical information to the readers. Two sections in the questionnaires were covered in the described analysis, which include the demographic profile of the participants and social media and the Internet. Besides, questionnaires that contained blank answers were considered to be incomplete and discarded before the final data was compiled and used for the data analysis process. Subsequently, the discarded questionnaires were replaced with new responses until the total number of usable questionnaires had reached 150 responses. This method helps the researcher to ensure the consistency and reliability of the data set used in the data collection and analysis process.

4.1.1 Demographic Profile of the Participants

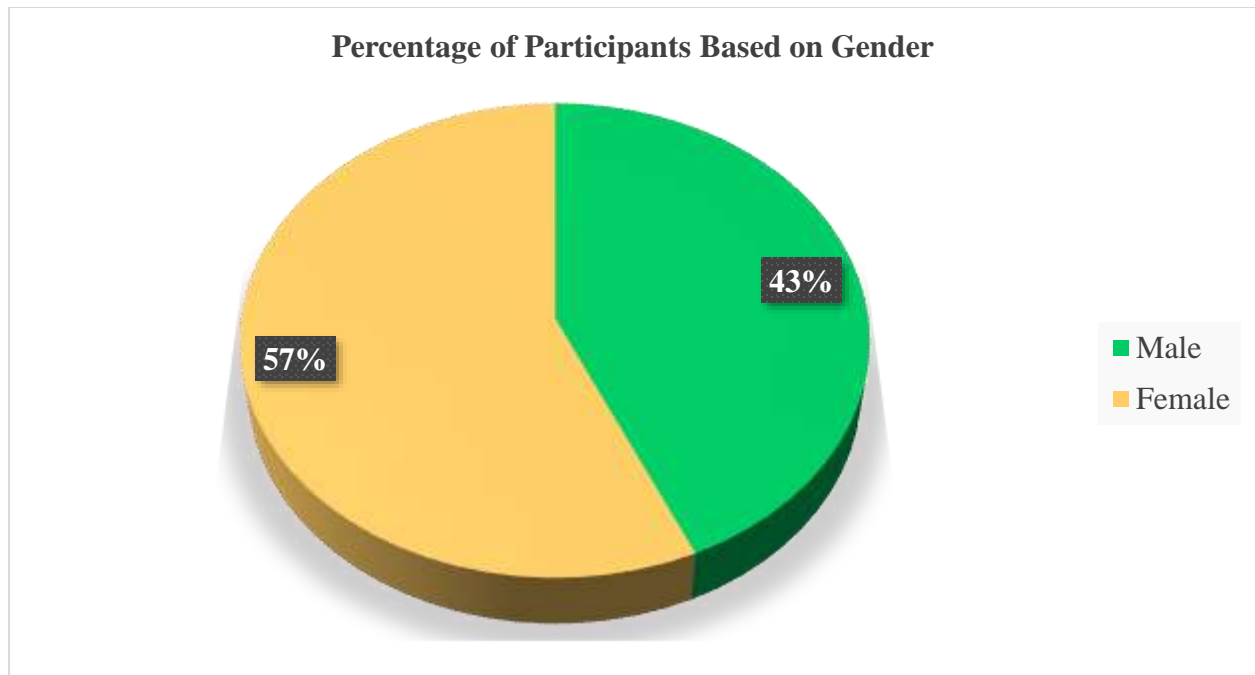


Chart 1 Percentage of Participants based on Gender

The first set of data in Chart 1 shows that 85 female undergraduates and 65 male undergraduates participated in the questionnaire, which accounted for a total of 150 undergraduates. The majority gender of the participants in this research is female, which is 57% while the male is the minority gender with 43%. The gender of the participants did not reach a balance in this research as there were no specific requirements and conditions set in the questionnaire. Gender is recorded as the first characteristics to describe the demographic profile of the UTAR undergraduates who participated in this research.

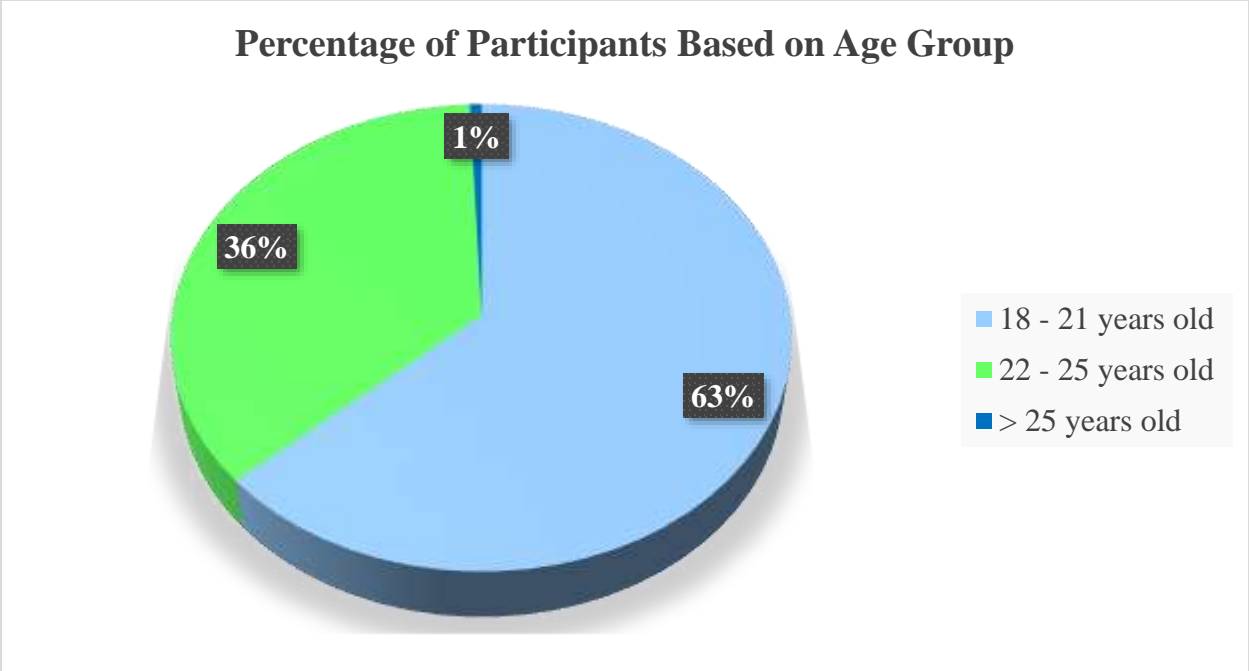


Chart 2 Percentage of Participants based on Age Group

Chart 2 shows that 63% of the research participants are aged between 18 and 21 years old, which comprise 95 out of the 150 undergraduates. Furthermore, the participants who are aged between 22 and 25 years old occupied 36% of the data, which indicates 54 undergraduates in this age group. Lastly, only one participant that is aged at 25 years old and above, which constituted the 1% in the data. The age group of each undergraduate was recorded as a reference to their demographic profile although it is hardly relevant to the objectives and outcomes of the research.

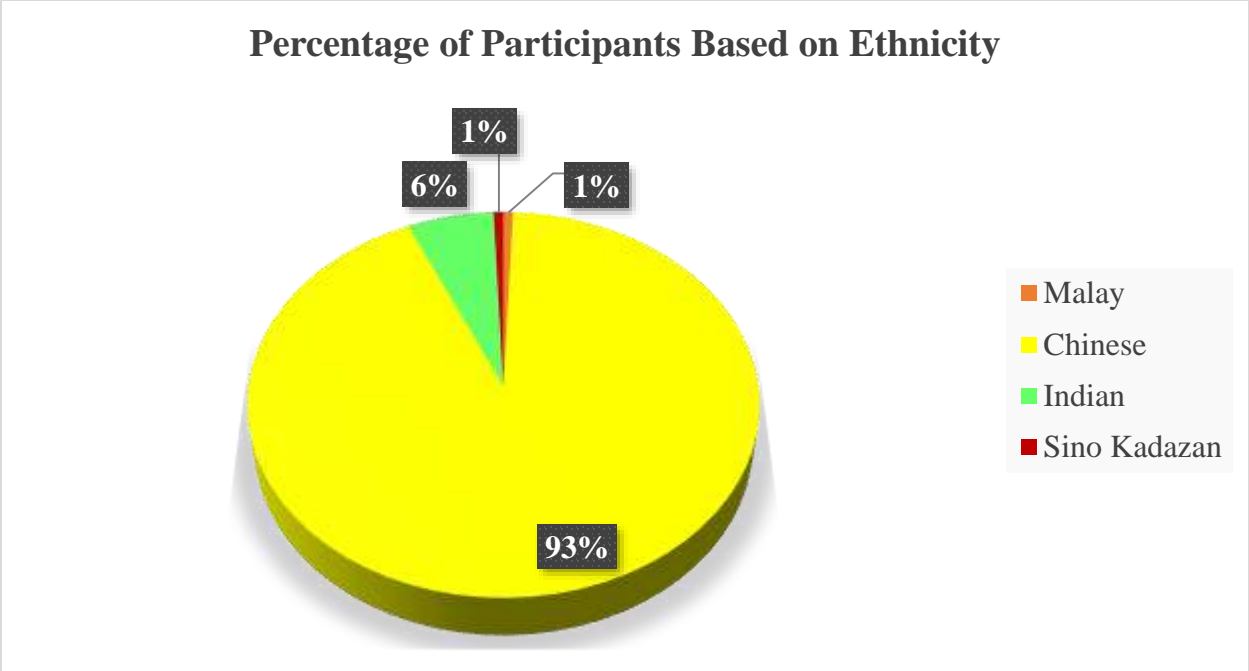


Chart 3 Percentage of Participants based on Ethnicity

The data in Chart 3 shows that 93% of the participants are Chinese, 6% are Indians, 1% is Malay, and 1% is Sino Kadazan. UTAR undergraduates who are Chinese occupied the majority percentage with 139 undergraduates, who followed by nine Indian undergraduates, one Malay undergraduates, and one Sino Kadazan undergraduates. This data tallies with the statement mentioned in the previous research conducted by Chua, Fong, Goh, and Wong (2014), which claimed that three-fourths of the population among UTAR undergraduates are based on Chinese ethnicity.

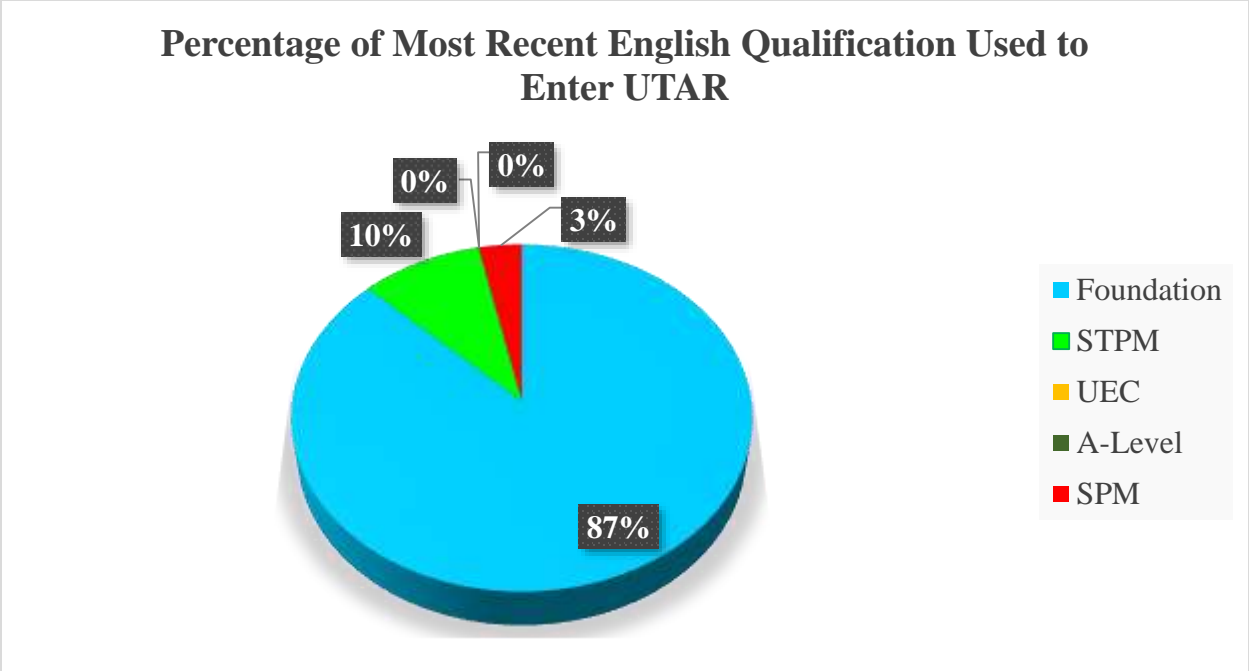


Chart 4 Percentage of Most Recent English Qualification Used to Enter UTAR

According to the data presented in the Chart 4, most of the undergraduates had used their results from foundation and Sijil Tinggi Persekolahan Malaysia (STPM) as their most recent English qualification to enroll into UTAR for tertiary education. This data creates an insight about their most recent English qualification and expectation on their English language proficiency and grammar competence. Besides, the level of English proficiency before they enroll into UTAR might be one of the factors that affects their growth of grammar competence over the years as well.

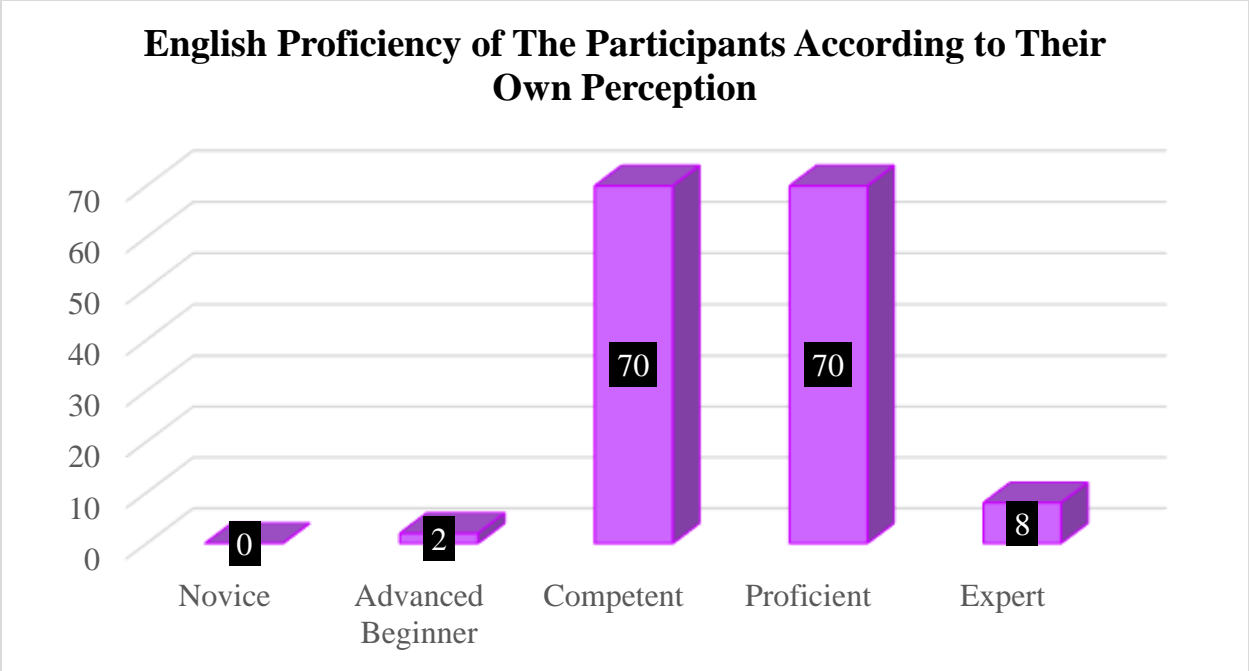


Chart 5 English Proficiency of The Participants According to Their Own Perception

Based on their own perceptions, the total number of undergraduates who rated themselves as competent and proficient share the same value, which is 70 participants respectively. 2 undergraduates placed themselves as advanced beginner while the remaining 8 undergraduates perceived themselves to have expert level of English language proficiency. The data from Chart 5 can be used to conclude that undergraduates who are receiving tertiary education have developed adequate English language skills and are able to engage in daily activities with their current English language proficiency and grammar competence, which including reading, writing, listening, and speaking.

4.1.2 Social Media and the Internet

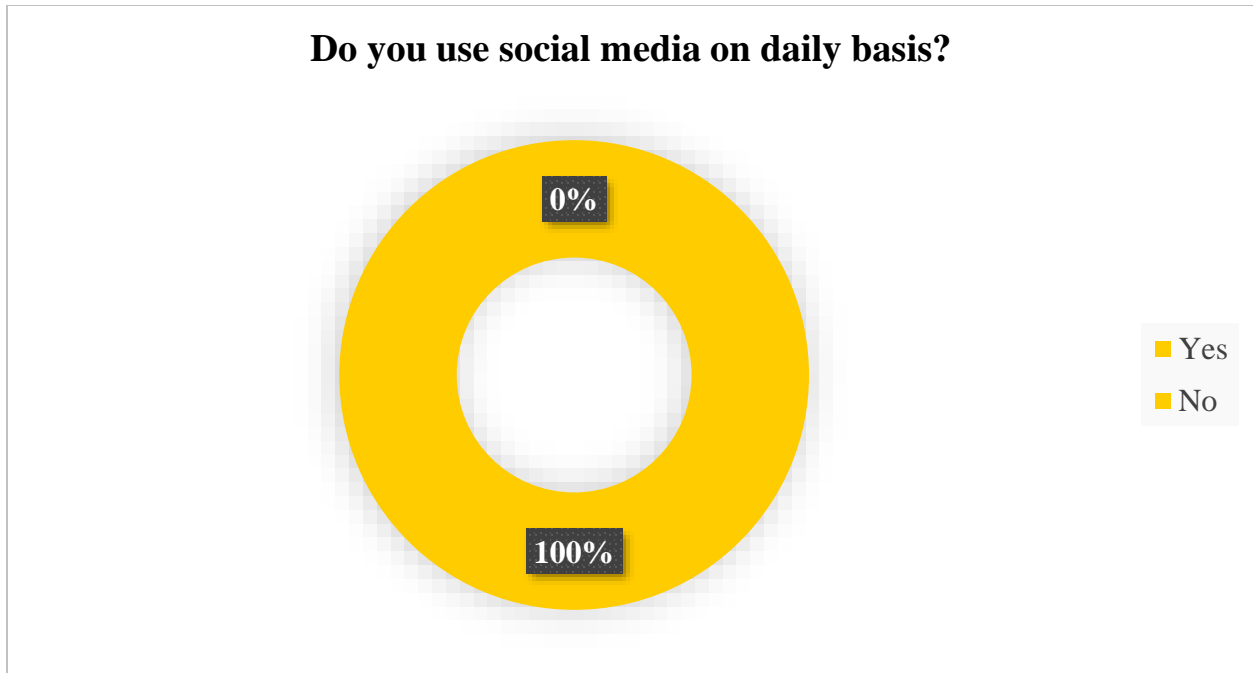


Chart 6 Do you use social media on daily basis?

According to the data in Chart 6, the entire participant pool in this research agree that they use social media daily. However, this data is no surprise since social media plays an important role in online communication and it is used by the UTAR undergraduates in their daily life for various purposes. Social media is a convenient tool for the undergraduates to carry out daily activities and perform different tasks, such as text messaging, video conferencing, Internet searching, information sharing, etc. Hence, it is sensible to claim that social media is extremely attached to the lives to every undergraduate in this research.

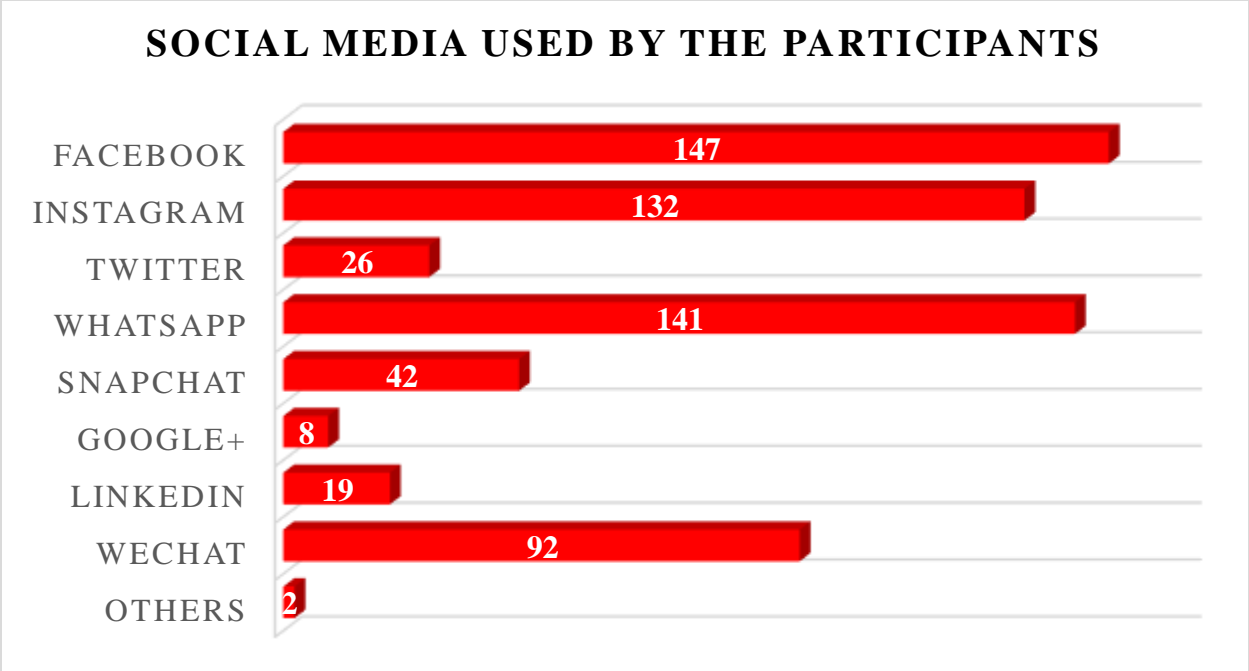


Chart 7 Social Media Used by The Undergraduates

Among 8 of the social media platforms included in the questionnaire, Facebook is rated as the most widely used social media platform by 147 participants, while WhatsApp followed at second by 141 participants, and Instagram at third by 132 participants. The rest of the social media platforms that is included in the questionnaire are WeChat with 92 votes, Snapchat with 42 votes, Twitter with 26 votes, LinkedIn with 19 votes, Google+ with 8 votes, and others with 2 votes. Facebook is ranked as the most widely used social media platform since it offers a platform for both content consuming and online communication while WhatsApp is mainly used as an online communication tool and Instagram is mainly used for content sharing and consuming. Lastly, there were 2 participants who selected “Others” and answered with “TikTok”, which is a video-sharing and user-generated content (UGC) social media platform (Yang & Zilberg, 2020).

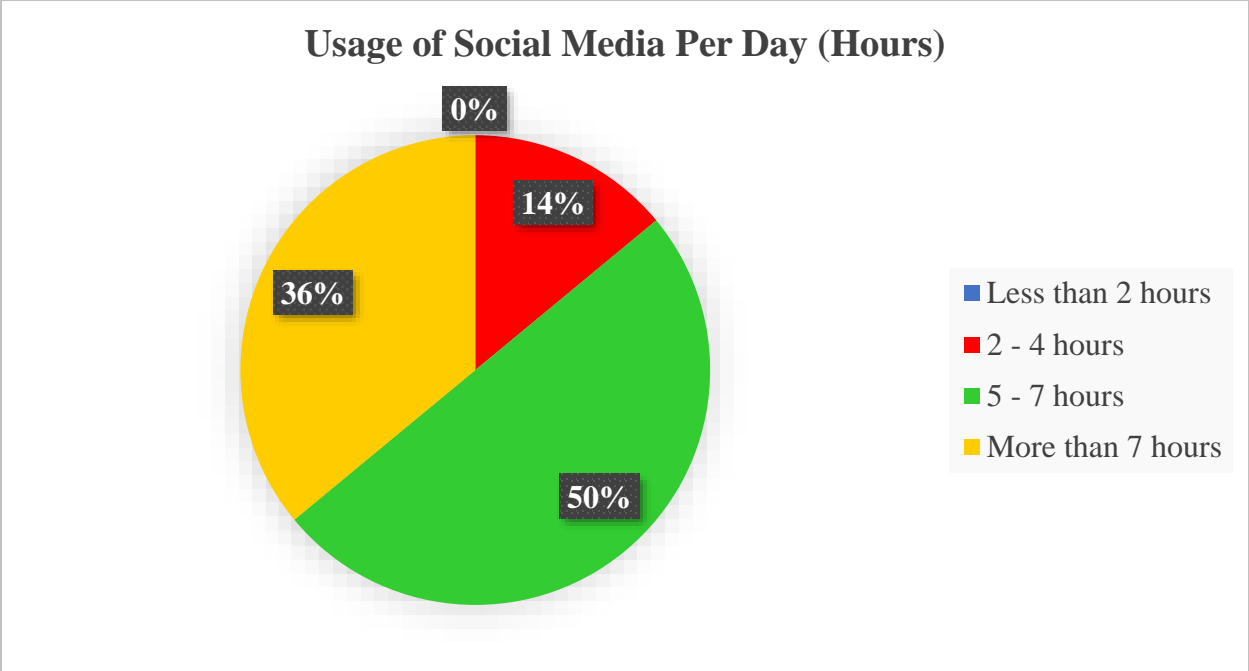


Chart 8 Usage of Social Media Per Day (Hours)

Chart 8 shows the hourly usage of social media among the participants for each day. 50% of the participants spend 5 to 7 hours on social media per day, while 36% of the participants spend more than 7 hours and 14% of the participants spend around between 2 and 4 hours on social media daily. This data supports the previous statement in this research which states that UTAR undergraduates are frequent, if not heavy users on various social media platforms. Therefore, the constant usage and exposure of social media content can be an important factor that affect the grammar competence of the undergraduates.

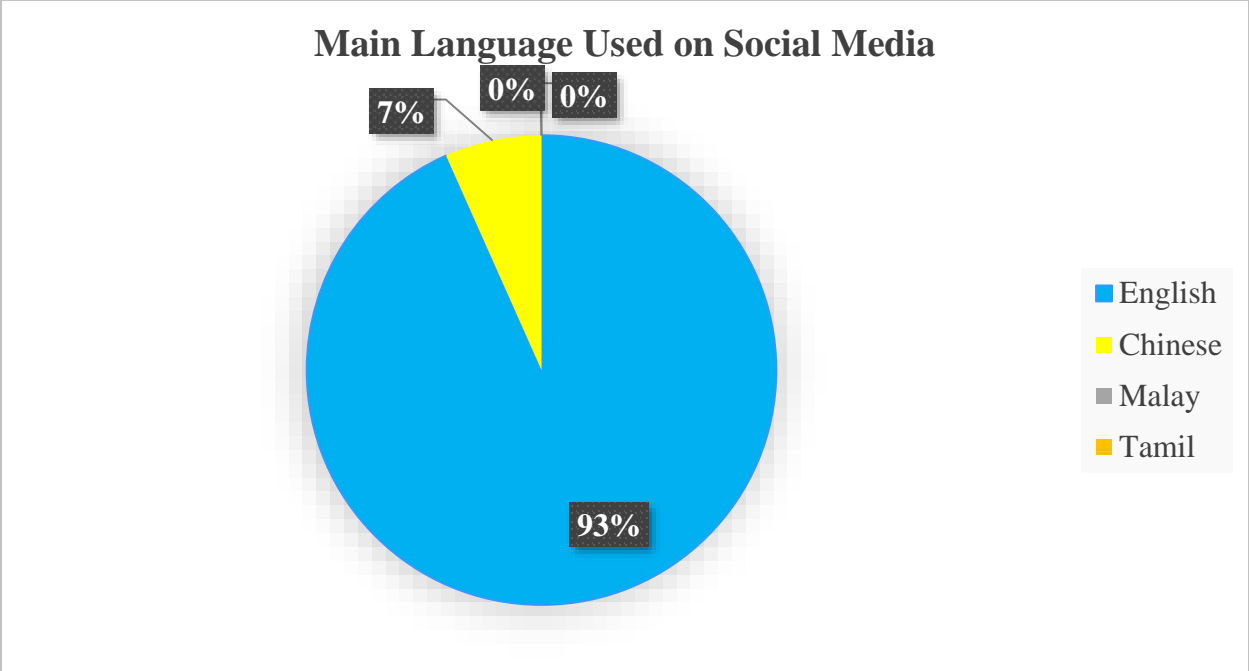


Chart 9 Main Language Used on Social Media

93% of the participants stated that English is the main language used on social media and the remaining 7% of the participant use Chinese as their main language on social media. The aspect of language used among the UTAR undergraduates includes the language used for the user interface of social media and the language used in communications between the social media users. There are no data stating Malay, Tamil and other languages are used as the main language, but these languages are assumed to be used in certain situations where they are communicating with someone who shares the similar culture and speaks the same languages, such as friends and family.

4.2 Inferential Analysis

In this research, the inferential analysis is conducted through the comparison between the data and objectives of this research. Two sections of the questionnaire are covered in the inferential analysis, which including the responses from the grammar competence test and the opinion of the participants on social media and grammar competence. Each data set are presented in various types of charts which are thoroughly explained in an organized manner so that the findings are more comprehensible to the readers (Norris, Ross, & Schoonen, 2015). The data in the inferential analysis are compared with the results from previous studies to provide findings and analysis that can be used as inferences about the relevant population.

4.2.1 Grammar Competence Test

For the grammar competence test, the participants were instructed to identify two Internet slangs that are embedded in each of the open-ended question. The data set from each chart share a lot of similarities when the charts were compared side by side in terms of the answers provided by the participants and their ability to identify the Internet slangs. The responses of the grammar competence test are presented as bar charts from Chart 10 to Chart 19, which are illustrated below:



Chart 10 Responses from Question 11

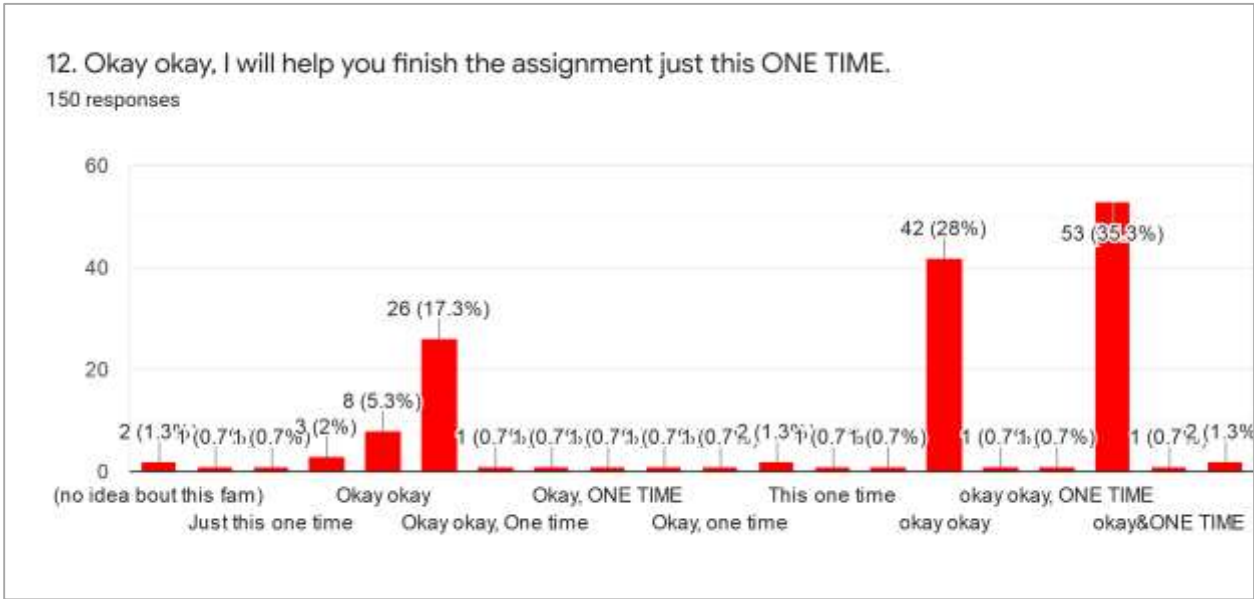


Chart 11 Responses from Question 12

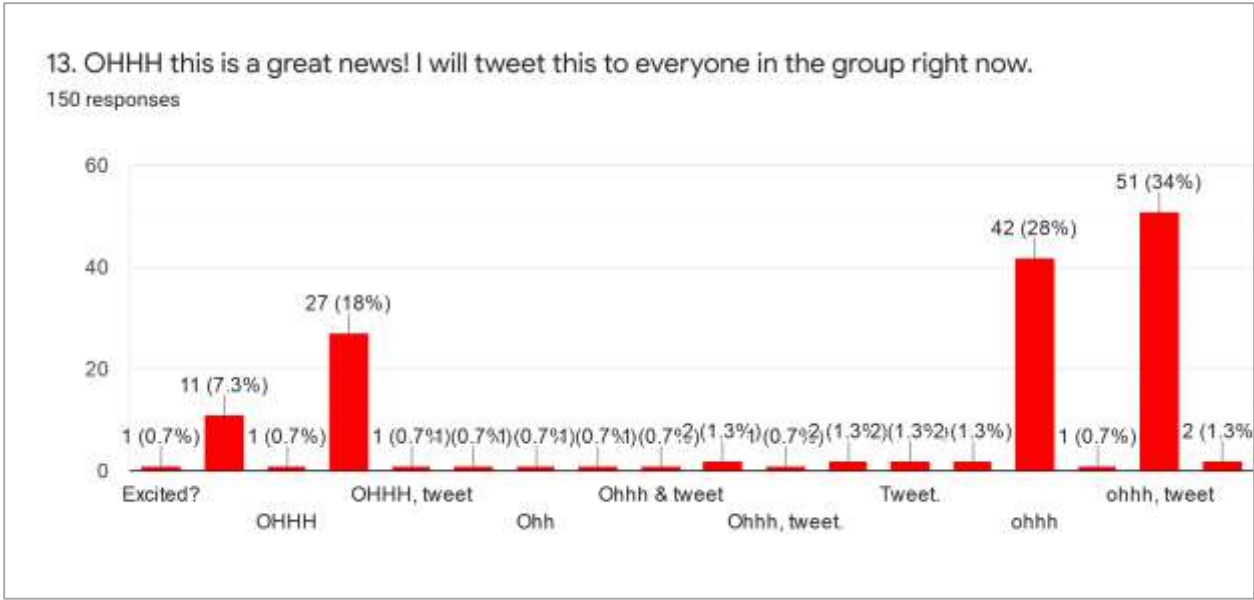


Chart 12 Responses from Question 13

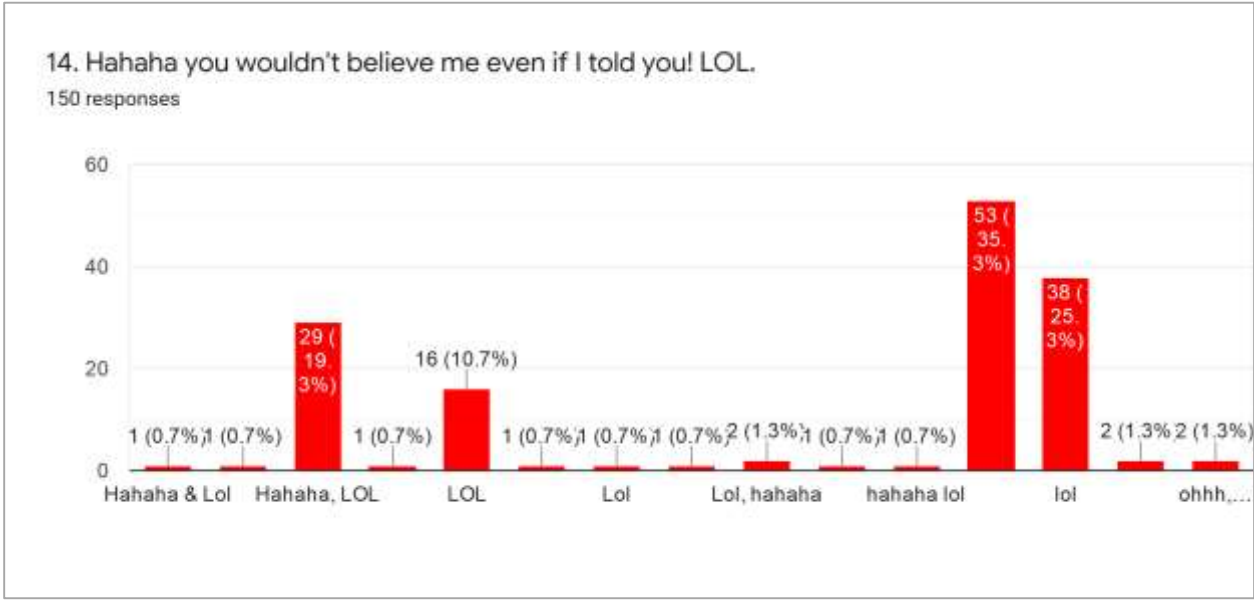


Chart 13 Responses from Question 14



Chart 14 Responses from Question 15

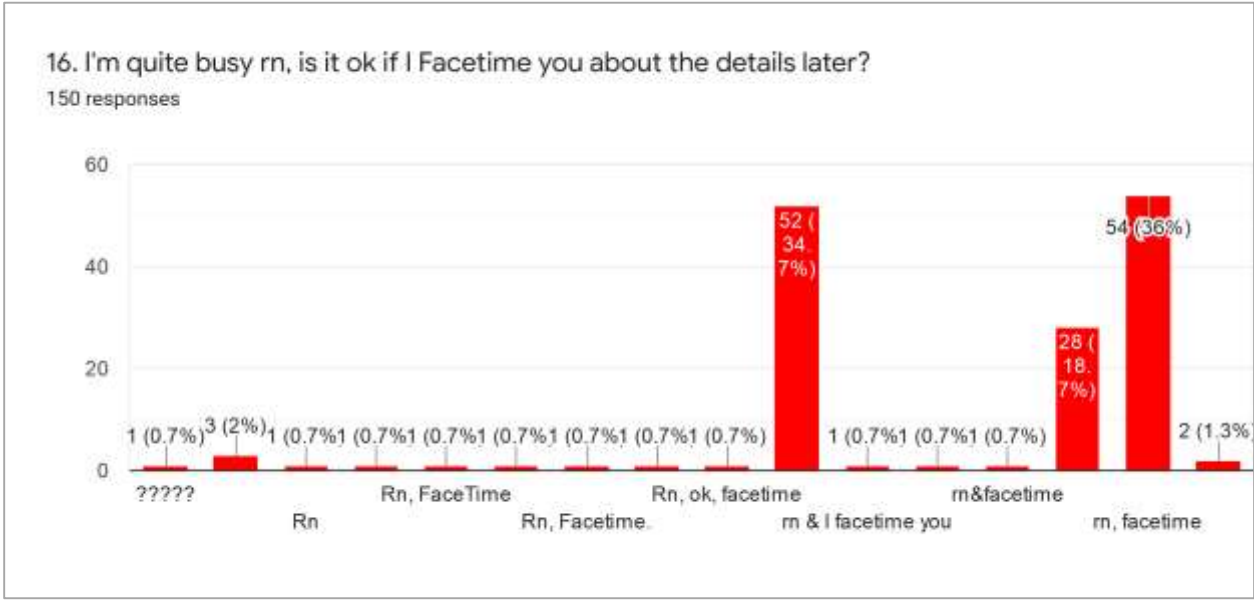


Chart 15 Responses from Question 16

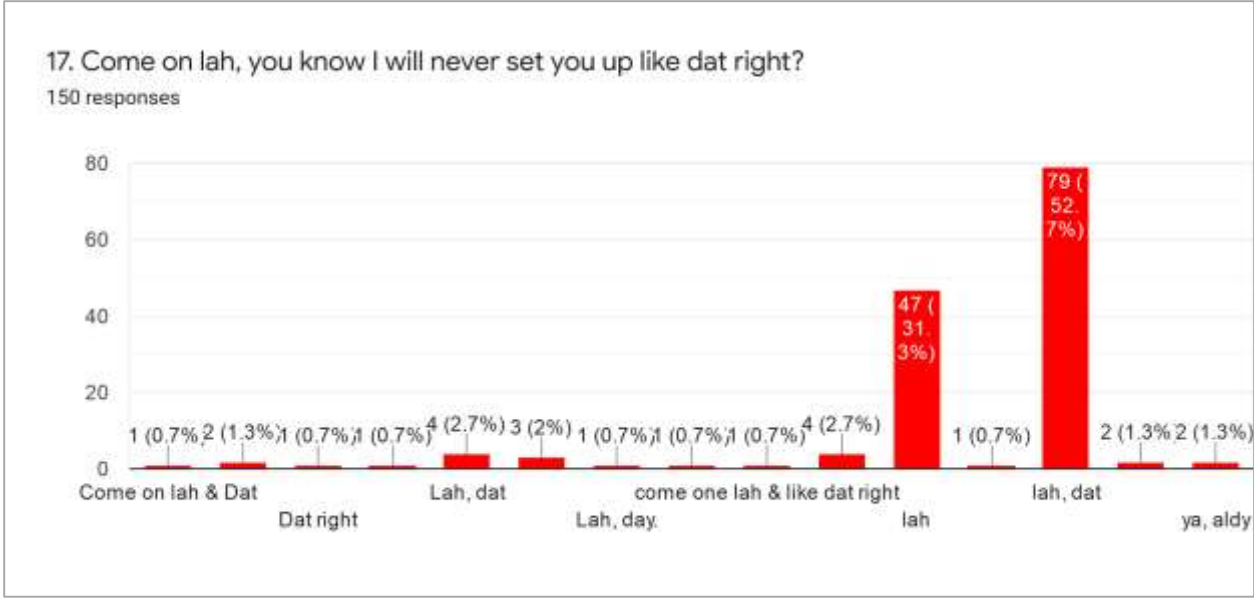


Chart 16 Responses from Question 17

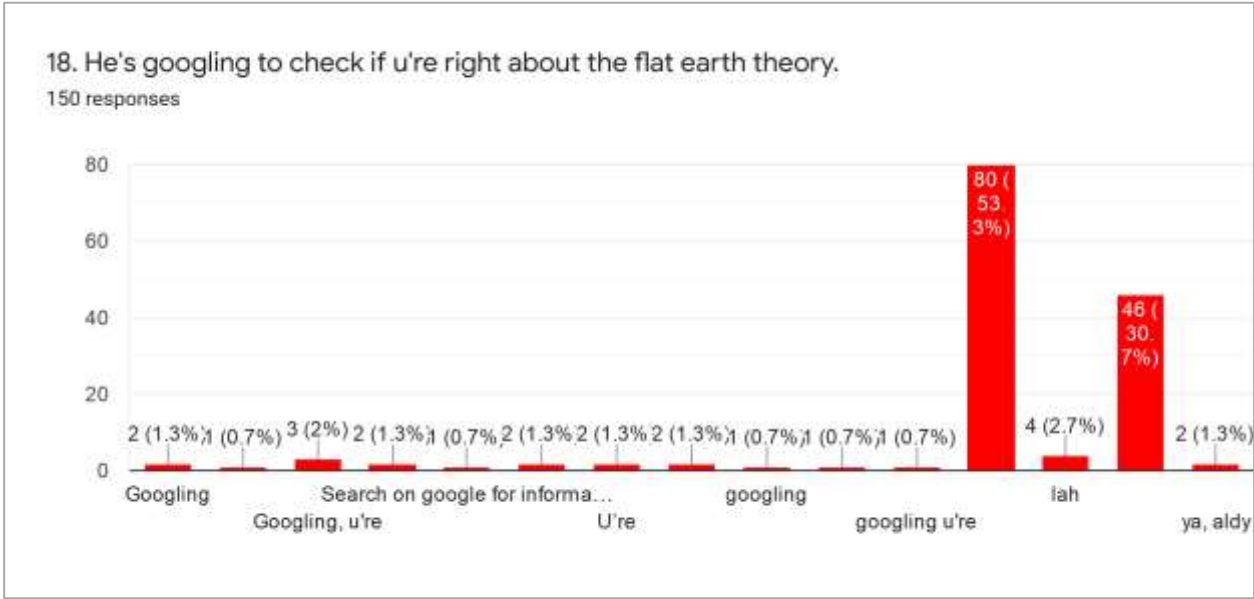


Chart 17 Responses from Question 18

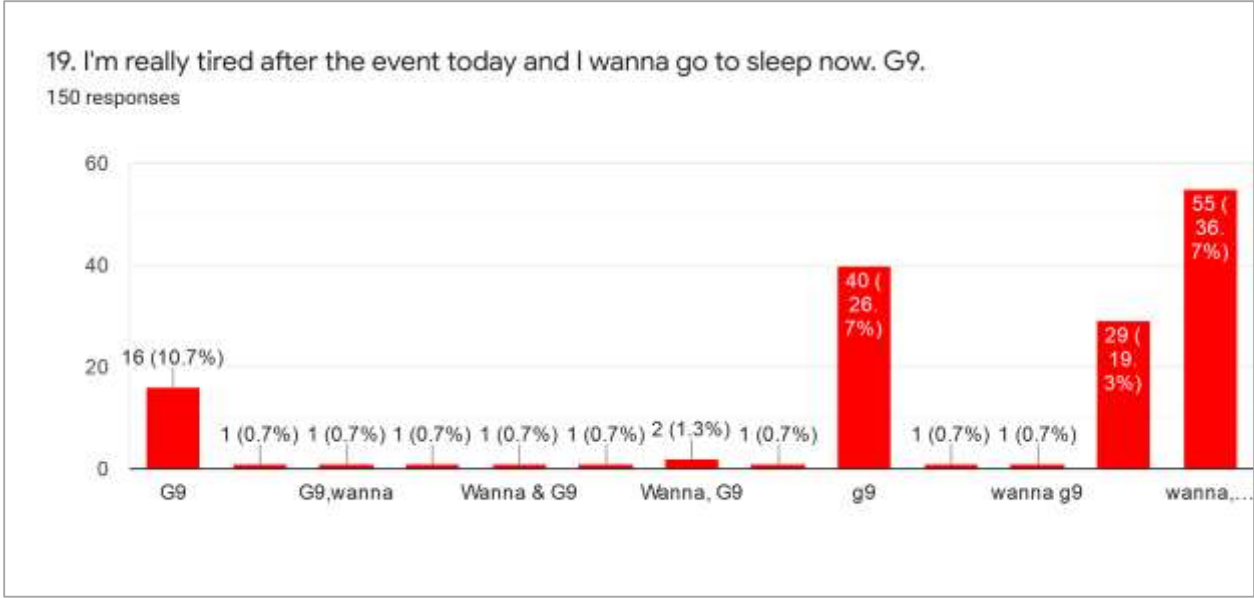


Chart 18 Responses from Question 19

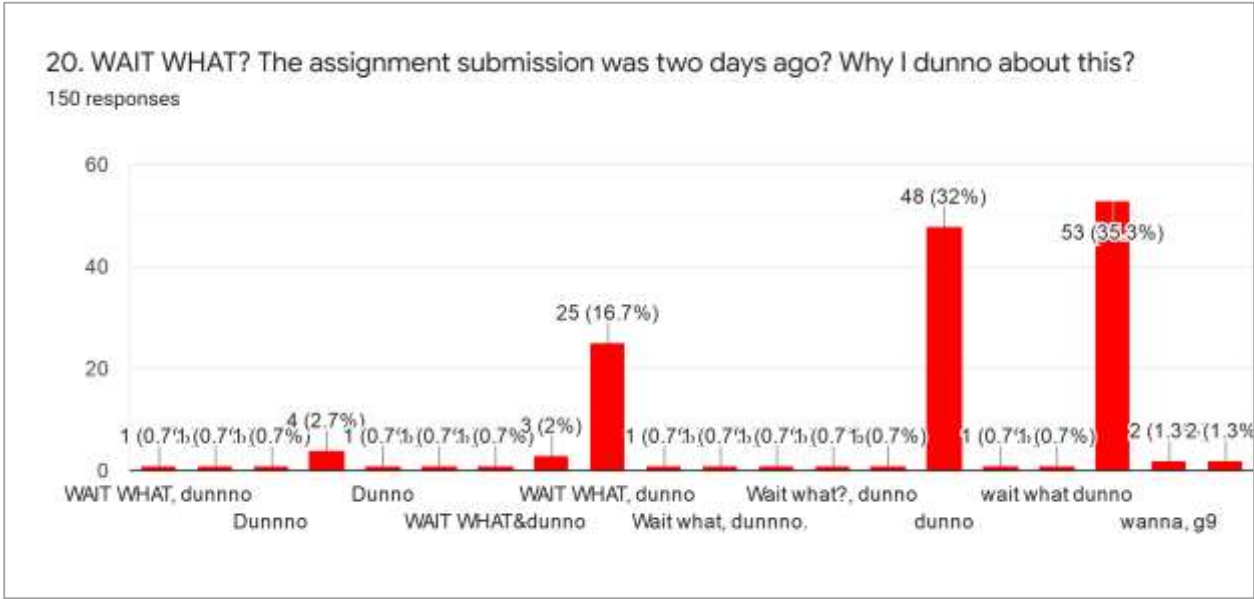


Chart 19 Responses from Question 20

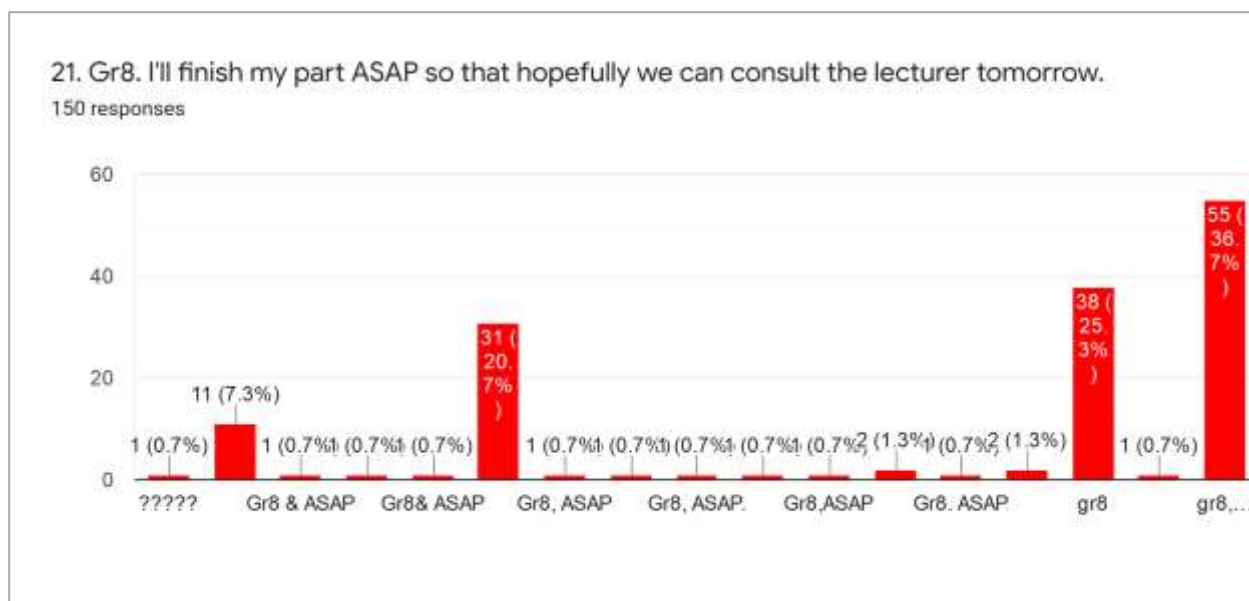


Chart 20 Responses from Question 21

First, the participants of this research provided their answers in different forms and structure, which led to the various columns of data set in the charts above. However, the answers from each column share the same meaning when the data were compared and analyzed side by side. Besides, there were participants who provided only one answer although the requirement had been specified in guideline and an example had also been provided as reference. This is one disadvantage of setting open-ended questions in the questionnaire as the survey session was conducted online and the participants were not directly guided through the process.

Second, the majority participants in this research had no trouble in identifying at least one Internet slang embedded in each sentence from question 11 to 21. The frequency of words that were misidentified by the participants in each question is ranged only between 0.7% and 1.3%. For example, 64.8% of the participants had correctly identified the two Internet slangs embedded in the sentence from Question 11 while 34.7% identified only one Internet slang. One participant provided one wrong answer, which were “tapau” and “KFC” instead of “rly” and “tapau”. The

participant misidentified the word “KFC” as an Internet slang as several Internet slangs come in the form of acronyms even though it is in fact a noun for the name of renowned fast-food restaurant franchise. The data from the subsequent charts share similar results as the majority participants were able to identify both Internet slangs in each sentence correctly while the minority had only identified only one Internet slang. The research by Namwar (2014) also stated that Internet slangs that are more popular among Malaysian youths tend to be more recognizable among the undergraduates due to the familiarization of these Internet slangs.

One of the main reasons as the participants had no problem in identifying the Internet slangs in the grammar competence test may because of the distinct ways in which the Internet slangs are presented compared to normal English words, such as Gr8, G9, LOL, ONE TIME, etc. Since many Internet slangs are the result of increasing the typing experience on social media and the Internet, most of them do not follow the syntactical and morphological structure of English vocabulary. For instance, Gr8 is an Internet slang that uses the number “8” to simplify the word “great” while LOL is an Internet slang that is abbreviated from the initial letters of the word “Laughing out loud”. Hence, the participants with average and advanced grammar competence were able to identify and recognize the Internet slangs effortlessly. Meanwhile, Internet slangs are leading to the language change among the youth population in Malaysia as the undergraduates are using the Internet slangs as a mean to convey the tone and expression of a message in conversations online, such as “la”, “OHHH”, and “Ya” (Yeo & Ting, 2017).

In conclusion, majority of the undergraduates had passed the grammar competence test brilliantly and were able to identify Internet slangs that are presented in a sentence effortlessly. Compared to the research by Thurairaj, Hoon, Ray, and Fong (2015), 82.6% of the undergraduates in their research used various types of Internet slang on social media as well, such as onomatopoeia,

acronym, misspelling words, Malaysian English, and more. These undergraduates who possess average and good level of English proficiency are highly confident in their usage of Internet slangs on social media as they believed that the usage of Internet slangs wouldn't bring negative impact towards their grammar competence and English proficiency. Moreover, majority of their data are generally consistent with the findings of this research, which confirms that the UTAR undergraduates practice the usage of Internet slangs frequently and able to distinguish most of the Internet slangs that are trending and commonly used on social media platforms. Their existing knowledge in English grammar and vocabulary is likely to be the main contributing factors on their ability to identify and differentiate the Internet slangs which are commonly used on social media. Furthermore, the undergraduates who spend at least 2 hours on social media and the Internet had already familiarized themselves with the usage of Internet slangs, which makes it easier for them to identify the Internet slangs that are commonly used by themselves and other social media users.

4.2.2 Opinion on Social Media and Grammar Competence

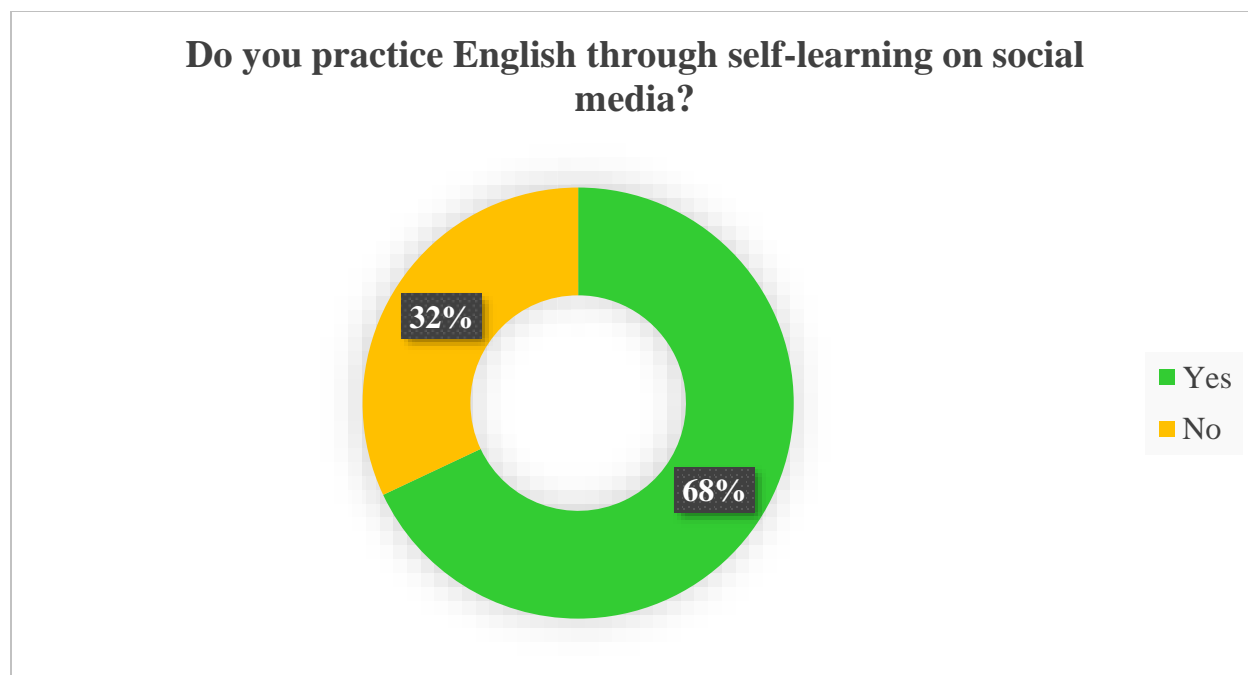


Chart 21 Perception of The Undergraduates on The Practice of Self-Learning on Social Media

The fourth and final section of the questionnaire was developed to investigate the personal perceptions about the usage of social media and the degree of its effects on the grammar competence among UTAR undergraduates. When the participants were asked if they practiced English through self-learning on social media, 102 participants agreed while 48 participants denied. This indicates that 2 over 3 of the participants view social media as a multimedia platform to practise and improve their English proficiency through various activities, which including texting, video calling, content consuming, and more. Self-learning can occur when one or more criteria are met, such as academic reasons, accessibility, social networking, and more (Balakrishnan, Teoh, Pourshafie, & Liew, 2017).

Apart from the traditional classroom environment, social media is another platform that fulfills most of the criteria mentioned and allows undergraduates to engage themselves in the

process of self-learning. Although 48 participants denied that they practice self-learning through social media, it is highly possible that they engage in self-learning process subconsciously when they are using social media for hours daily.

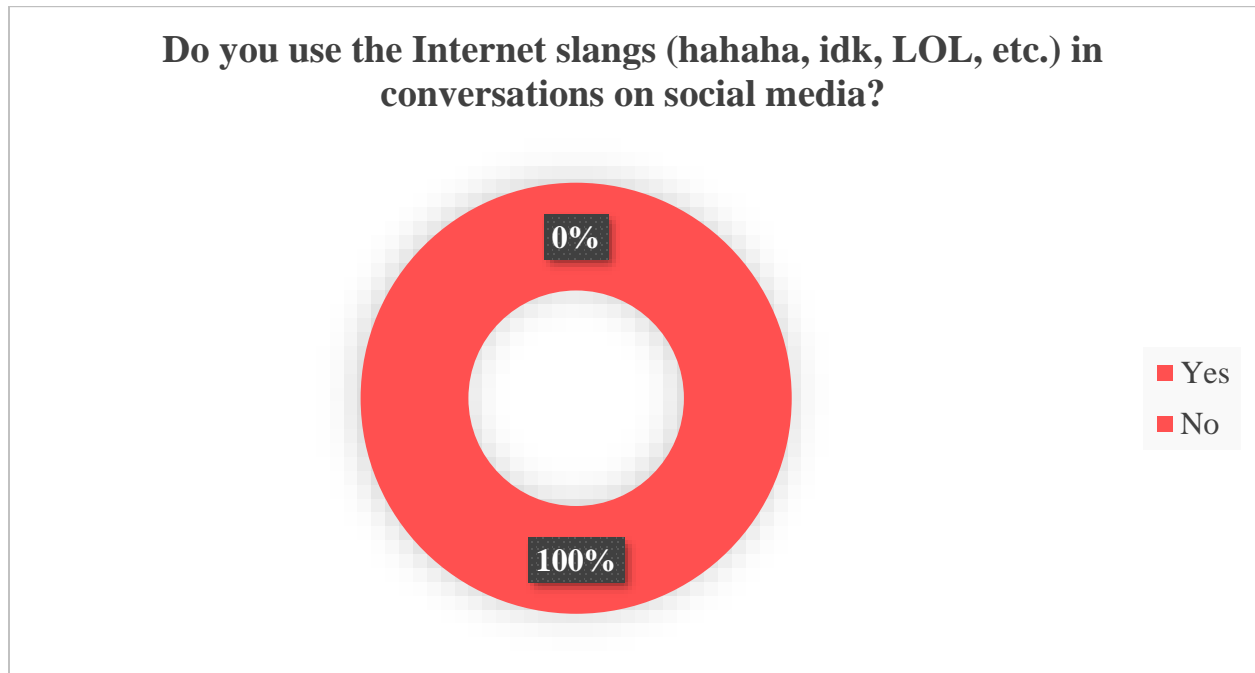


Chart 22 Perception of the Undergraduates on The Usage of Internet Slangs in Conversations
Among Social Media

Based on Chart 22, all 150 participants in this research agreed that Internet slangs are used in their conversations on social media. This data set explains how the undergraduates were able to identify the Internet slangs effortlessly during the previous grammar competence test. Every participant agreed that they used social media daily previously in Chart 6. Therefore, it is fair to conclude that the undergraduates who are social media users tend to use Internet slangs in conversations on social media. Furthermore, the research by Maros and Taufek (2019) stated that all their participants use Internet slangs as well and more than 70% of the participants strongly preferred the usage of Internet slangs over formal language when they are using social media. As

they had been using similar Internet slangs while communicating with other users on social media, they must have familiarized themselves with all the Internet slangs presented on social media. Hence, they are able to differentiate between Internet slangs and English words and phrases based on their grammar competence.

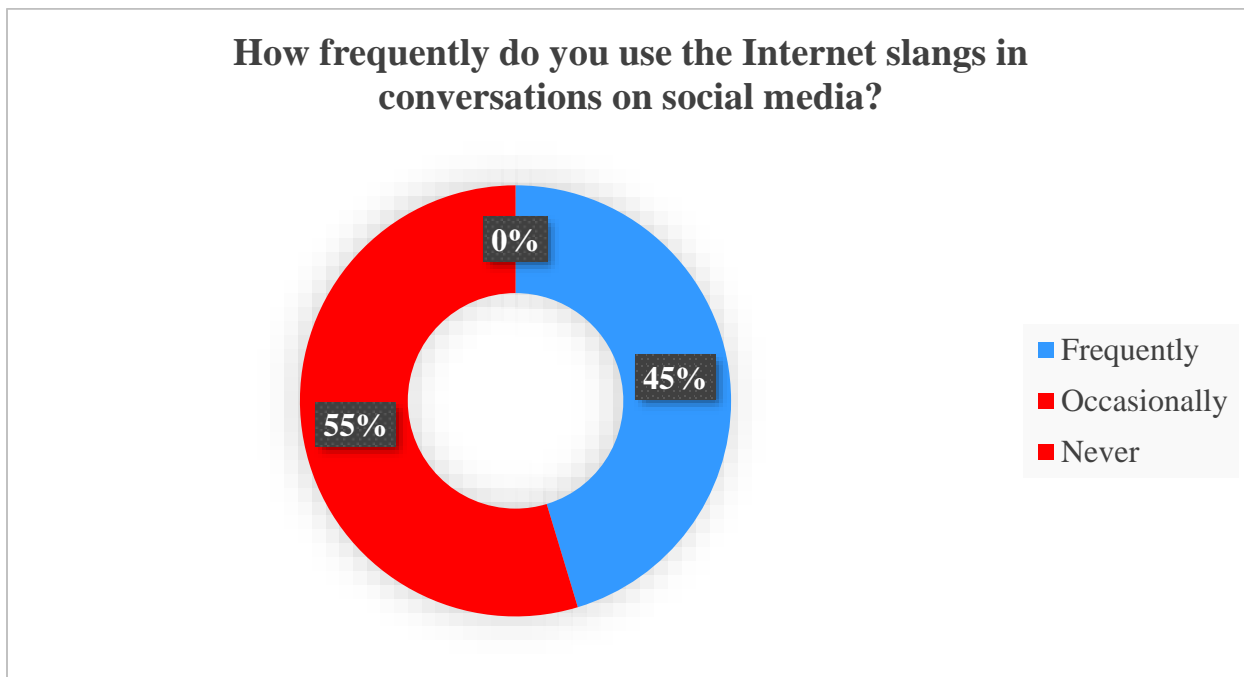


Chart 23 Perception of The Undergraduates on The Frequency of Internet Slangs Used in Conversations on Social Media

When the participants were asked about their frequency of using the Internet slangs in conversations on social media, 45% of the participant responded that they use the Internet slangs frequently while 55% of them responded that they use the Internet slangs occasionally. No data were recorded for the participants who never use the Internet slangs, and this tallies with the data from the previous chart which stated that all the participants have used Internet slangs in conversations on social media. The frequency of Internet slangs usage can be an important factor in affecting the grammar competence of the undergraduates as they might get overfamiliar with

the Internet slangs and incorporate it as a part of their grammar knowledge, which ultimately affecting the grammar competence of the participants negatively. As mentioned by Haque (2018), the undergraduates who get too comfortable with using the Internet slangs are bound to use them on somewhere where they are strictly prohibited, such as formal writings.

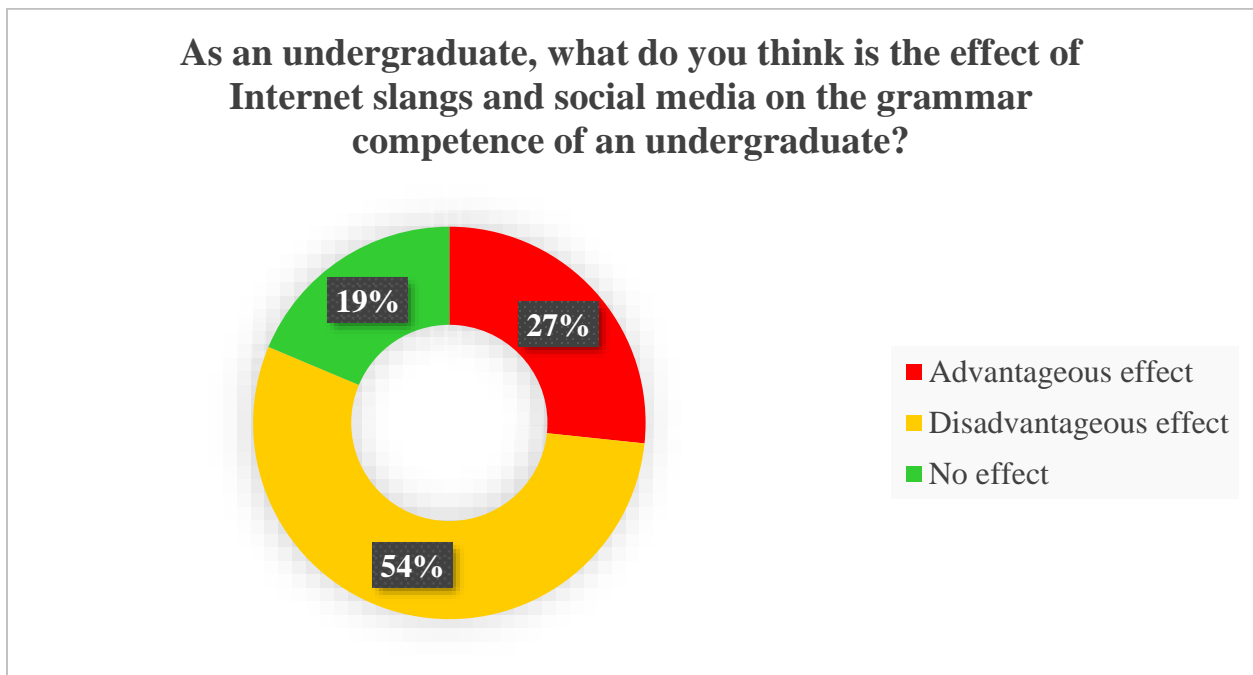


Chart 24 Perception of The Undergraduates on The Improvement of Grammar Competence Led by Social Media

According to the perception of the participants, the majority, which is 82 participants perceive that Internet slangs and social media bring disadvantageous effect in terms of the grammar competence of an undergraduate. Meanwhile, 40 participants responded that the Internet slangs and social media would lead to advantageous effect on the grammar competence of an undergraduate and believe that the usage of Internet slangs on social media improves their grammar competence. Lastly, 28 participants stated that the Internet slangs and social media had neither advantageous nor disadvantageous effort on the grammar competence of an undergraduate.

This data helps the researcher to establish a point of view on the perception of the undergraduates on the effects of using Internet slangs on their day to day communication with their friends and family on social media.

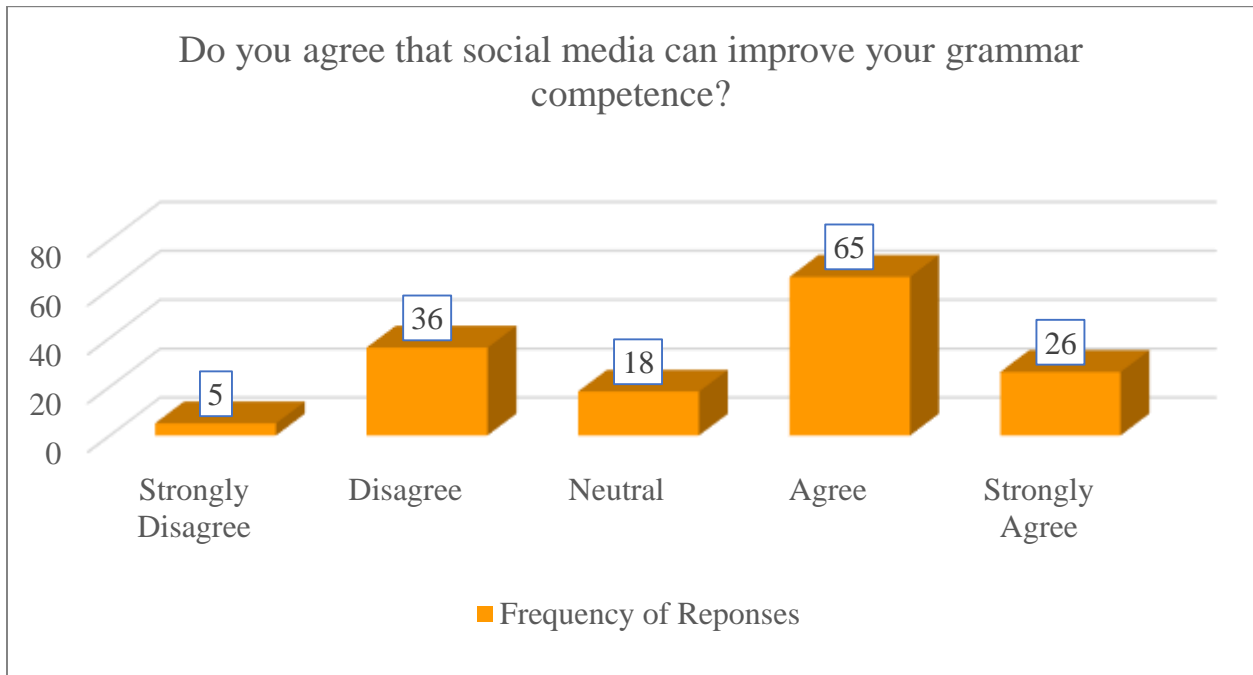


Chart 25 Perception of The Undergraduates on The Improvement of Grammar Competence Led by Social Media

When the participants were asked specifically if social media can improve their grammar competence, 26 participants strongly agreed and 65 participants agreed with this statement. 18 participants responded with neutral as their answer. On the other hand, 36 participants disagreed, and 5 participants strongly disagreed that social media bring improvements to their grammar competence. This data show that the participants who tend to practice self-learning believe that social media is a platform that can help and improve the grammar competence of themselves and vice versa.

The data in Chart 25 was concluded to be less accurate compared to other data in this research. This is because 54% of the participants perceived that the Internet slangs and social media lead to disadvantageous effect on the grammar competence of the undergraduates in the previous chart. Therefore, the contradiction occurs when it is compared to the previous chart, which only 24% of the participants disagreed while the remaining 3.3% strongly disagreed that social media and Internet slangs can lead to the improvements in their grammar competence. The reason behind this issue might be because the participant had lost their interest when they reached this question. Therefore, they provided responses that are less accurate for the sake of completing this questionnaire as soon as possible.

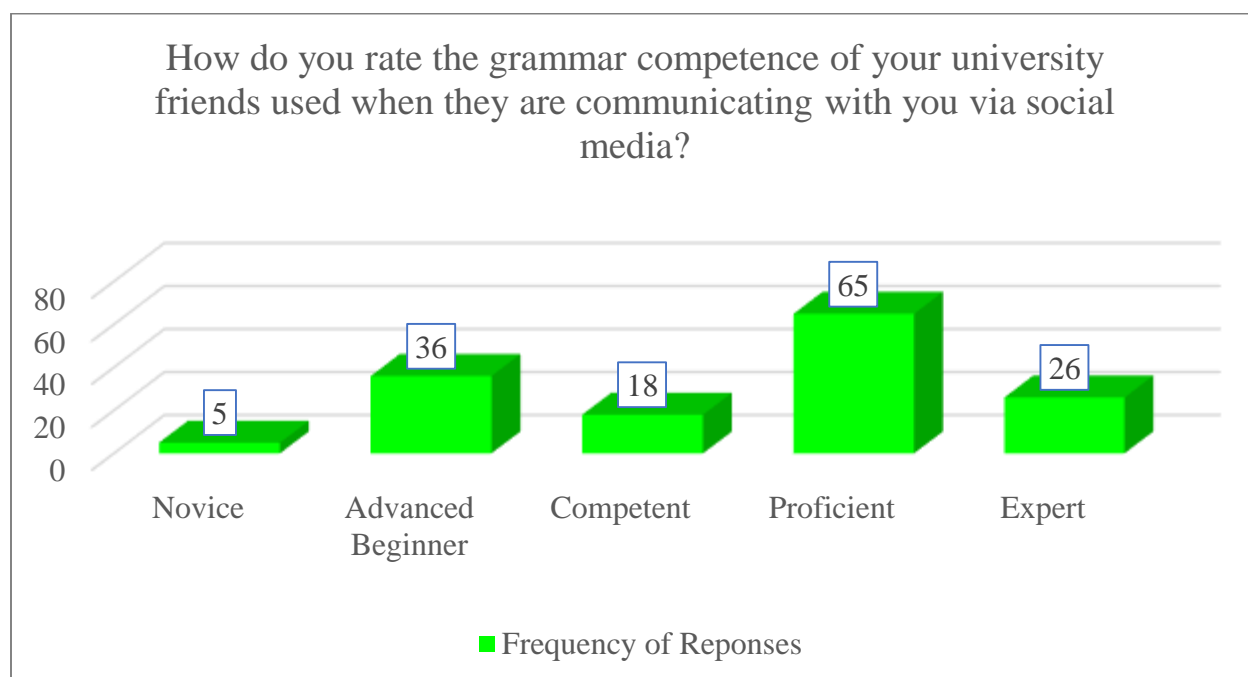


Chart 26 Perception of The Undergraduates on The Grammar Competence of Their University Friends When They Are Communicating with The Participants Via Social Media

Chart 26 represents the level of grammar competence of other UTAR undergraduates based on the perception of the participants. Based on the data, 26 participants rated their university

friends to have expert level of grammar competence when it comes to the communication on social media; 65 participants rated their university friends with proficient level of grammar competence; 18 participants with competent level of grammar competence; 36 participants with advanced beginner; 5 participants with novice level. Additionally, Thurairaj, Hoon, Ray, and Fong (2015) provided a statement that the undergraduates who rated their friend with proficient and expert proficiency in English language preferred to use English as their main language of communication on social media. The undergraduates factor in the main language used on social media to determine the grammar competence and English proficiency of their friends from the same university. Based on this data, the majority participants perceive their university friends to possess proficient and expert level of grammar competence when they are communicating with each other on social media.

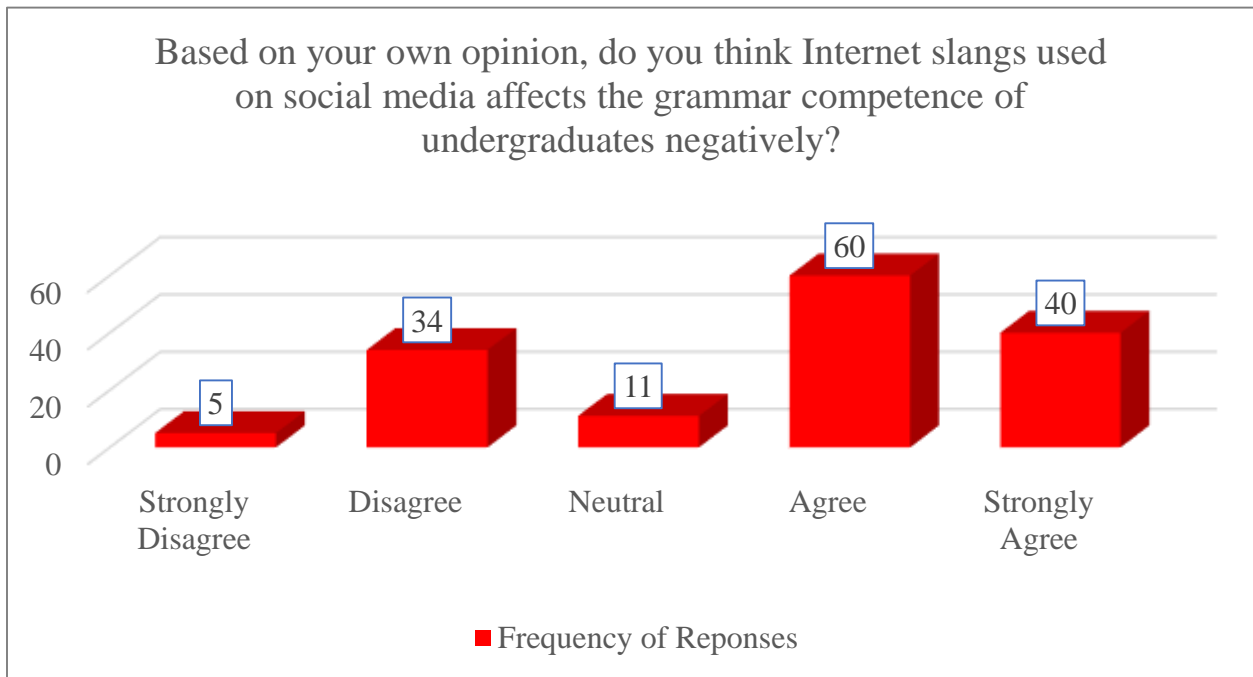


Chart 27 Perception of The Undergraduates on Whether Internet Slangs Used on Social Media Affects the Grammar Competence Negatively

The last question in the questionnaire inquires the perception of the participants on whether the Internet slangs used on social media negatively affect the grammar competence of undergraduates as a whole. Comparably to the data in Chart 24, 26.7% of the participants strongly agreed and 40% of the participants agreed that Internet slangs and social media affects their grammar competence negatively. 7.3% of the participants answered neutral. Furthermore, 22.7% of the participants disagreed and 3.3% of the participants strongly disagreed with the idea that Internet slangs and social media affect their grammar competence negatively. The research by Othman, Apandi, & Ngah (2017) shows a similar result as the usage of social media is negatively correlated with the academic performance of undergraduates since 90% of the undergraduates are less motivated and lack of concentration while using social media as a learning platform compared to formal academic settings. Overall, the data from this chart tallies with the data from Chart 24, which indicates the accuracy of the data of this research when it is compared and analyzed thoroughly.

Chapter 5

Discussion and Conclusion

5.1 Discussion on Major Findings

The usage of Internet slangs on social media and its effects on the grammar competence among UTAR undergraduates are established as the topics of study in this research, which are highlighted in the first chapter. Hence, the results gathered from the previous chapter will be reflected and justified based on the research questions to determine if the result of this research to reach the desired outcome.

5.1.1 What is the frequency of social media usage among UTAR undergraduates?

Based on the responses gathered from the questionnaire, the fact that every participant is a daily social media user has been confirmed. The UTAR undergraduates in this research spend an average of 2 to 7 hours on social media per day, which indicates that they are frequent, if not, heavy users of social media platforms. Moreover, Facebook is rated as the most popular social media platforms as it is frequently used by 147 participants. WhatsApp and Instagram are also social media platforms that are used by more than 100 participants in this research. This finding is consistent with the research by Hopkins and Ong (2017), as their research indicates that Facebook, WhatsApp, and Instagram are more favored and most used by the undergraduates from both public and private universities in Malaysia. The participants use for various purposes, and one of them is to practice self-learning on social media and improve their English proficiency.

Furthermore, Chart 23 revealed that majority of the participants uses Internet slangs on social media frequently and the minority uses the Internet slangs occasionally. These undergraduates are constantly practising the usage of Internet slangs and exposing themselves to

new Internet slangs that are trending online. However, they have the grammatical knowledge to distinguish the Internet slangs and use it only on specific occasions that will not harm their grammar competence.

5.1.2 How accurate are the UTAR undergraduates in terms of identifying Internet slangs based on their grammar competence?

The results from the grammar competence test revealed the accuracy of the UTAR undergraduates in terms of identifying Internet slangs based on their grammar competence. The undergraduates had no problem in identifying almost every Internet slang in the test. There are only 2 to 3 mistakes made by the participants that can be found, such as mistaking the franchise name “KFC” as an Internet slang and providing question marks when they could not identify the Internet slangs. The undergraduates were able to identify the Internet slangs easily, however, there were a segment of participants who did not follow the guidelines set in the test and provided only one answer for every question instead of two answers.

As an undergraduate, it is important to have competent grammatical knowledge as it sets as the foundation in producing brilliant academical essays, assignments, and thesis without grammatical mistakes. The acquisition of grammar competence has its own challenges but it also offers more benefits to the undergraduates when they can apply their grammatical knowledge in the four basic skills of a language: reading, listening, writing, and speaking (Debata, 2013). An undergraduate who possesses decent grammar competent can proofread articles and identify any inappropriate words and phrases, which the UTAR undergraduates are proved to be able to do so in this research.

5.1.3 What are the perceptions of UTAR undergraduates on social media and grammar competence?

Despite being as frequent social media users, majority of the participants perceive social media and Internet slangs to be disadvantageous to the grammar competence and English proficiency among the undergraduates. However, there are also participants who agreed that social media are advantageous to their grammar competence while the rest of the participants perceived that social media would bring no effect to their grammar competence. Moreover, 40 undergraduates in this research agreed that social media improved their grammar competence. This is supported by the fact that they possess competent grammatical knowledge even though they spend a lot of time on social media every day.

As a result, the consumption of right amount of social media content is beneficial to the development of grammar competence while overutilization of Internet slangs on social media affects the grammar competence of themselves negatively. Social media is a great platform in terms of facilitating collaboration learning and creating a knowledge sharing environment when the undergraduates are encouraged with the right motivation (Mondahl & Razmerita, 2014). On the contrary, the negative effect occurs when the undergraduates overused Internet slangs and misused it in formal writings, hence degrading their development of grammar competence.

5.2 Recommendations for future studies

Three limitations of this research are mentioned in the first chapter. Based on these limitations, several ideas were developed to serve as recommendations for future studies.

First, the sample size of future studies can be expanded to ensure the representativeness of the results and findings. A larger sample is essential for the researchers to generate a more balanced data of the targeted population and learn the significant relationship between the data and results (Baltar & Brunet, 2012). Besides, an adequate sample of participants will improve the overall quality of the data set and provide results that can be generalized and referenced (Kotrlík & Higgins, 2001). For instance, future studies can increase the sample size to 500 undergraduates and invite undergraduates from different faculties in UTAR to participate in the research so that the data is more representable to be generalized and referenced.

Second, future studies can be conducted as a collaborative research with other universities in Malaysia. Collaborative research is a great approach for researchers to complement each other's research while preserving independent thought and the skills to work on their own (Thomas, 2007). The researchers can compare the effects of social media and Internet slangs on the undergraduates from different universities in Malaysia and develop a complete discussion that can be used to explain the topic of study among Malaysian undergraduates as a whole.

Lastly, future studies can employ other methodologies in the data collection process. Since this research has employed the questionnaire as the only methodology, it is possible that some point of views that are overlooked in the findings and discussion. Future studies can adopt a combination of well-established methodologies to elicit information and insights from the participants through interviews, observations, and simulations. According to Low (2011), the

combination of various methodologies is one of the most effective approaches to improve and enhance the validity of the findings in future researchers.

5.3 Conclusion

This research has presented important facts and figures on the effects of social media on the grammar competence among the undergraduates in Universiti Tunku Abdul Rahman (UTAR). The usage of Internet slangs on social media, the grammar competence of the undergraduates, and the perception of the undergraduates on its effects are the main issues that were highlighted and discussed in the previous chapters. Furthermore, several limitations of this research were addressed and recommendations were proposed for improvement in future studies.

All things considered, majority of the UTAR undergraduates agreed that social media and Internet slangs can bring negative effects towards the grammar competence among themselves although they are using the Internet slangs actively in conversations on social media. Furthermore, it is evidenced that they are equipped with adequate grammar competence to recognize various types of Internet slangs and distinguish its usability between social media and formal writings. The undergraduate who takes advantage of social media in an appropriate manner may bring positive influences to their grammar competence while the undergraduate who uses social media excessively and without constraint can lead to negative consequences (Chua, Fong, Goh, and Wong, 2014). Hence, self-control plays a crucial role in determining the effects of social media towards the grammar competence of the undergraduates.

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APPENDIX A



UNIVERSITI TUNKU ABDUL RAHMAN

DATA COLLECTION QUESTIONNAIRE

This questionnaire is a research instrument designed to collect data for a Final Year Project which entitled:

**“The Effects of Social Media on Grammar Competence Among Undergraduates in
Universiti Tunku Abdul Rahman (UTAR)”**

This questionnaire consists of four major sections to obtain the most accurate data for the research. All responses will be kept anonymous. The questionnaire will take less than 20 minutes of your time. Your honest answers and perceptions are greatly appreciated. Thank you for your time and participation.

Please answer ALL the questions completely.

Section I: Demographic Profile

1. Student ID: _____ (Compulsory and will remained confidential)

2. Please select your gender.

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

3. Please select your age group.

<input type="checkbox"/>	18 – 21 years
<input type="checkbox"/>	22 – 25 years
<input type="checkbox"/>	>25 years

4. Please select your ethnic group.

<input type="checkbox"/>	Malay
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Indian
<input type="checkbox"/>	Others. Please specify: _____

5. 5. What was your most recent English qualification that you used to enter UTAR?

<input type="checkbox"/>	Foundation: _____
<input type="checkbox"/>	SPM: _____
<input type="checkbox"/>	STPM: _____
<input type="checkbox"/>	UEC: _____
<input type="checkbox"/>	A Levels: _____
<input type="checkbox"/>	Others. Please specify: _____

6. According to your own perception, how would you rate your English proficiency?

Novice	Intermediate	Advanced
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1 2 3 4 5

Section II: Social Media and the Internet

7. Do you use social media on daily basis?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

8. Do you use any of the following social media platform? You may select more than one answer.

<input type="checkbox"/>	Facebook
<input type="checkbox"/>	Instagram
<input type="checkbox"/>	Twitter
<input type="checkbox"/>	WhatsApp
<input type="checkbox"/>	WeChat
<input type="checkbox"/>	Snapchat
<input type="checkbox"/>	Google+
<input type="checkbox"/>	LinkedIn
<input type="checkbox"/>	Others. Please specify: _____

9. How long do you normally use these social media platforms in a day?

<input type="checkbox"/>	Less than 2 hours
<input type="checkbox"/>	2 – 4 hours
<input type="checkbox"/>	5 – 7 hours
<input type="checkbox"/>	More than 7 hours

10. What is the main language used when you are communicating with other UTAR undergraduates on social media platforms?

<input type="checkbox"/>	English
<input type="checkbox"/>	Malay
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Tamil
<input type="checkbox"/>	Others. Please specify: _____

Section III: Grammar Competence test

Please identify the Internet slangs in the following sentences. There are more than one Internet slangs embedded in each sentence.

Question No.	Sentences	Internet Slangs
E.g.	OH MY! Do u really have to do this?	OH MY! u
11.	I'm rly hungry now, can you tapau a burger for me?	
12.	Okay okay. I will help you finish the assignment just this ONE TIME.	
13.	OHHH! I will tweet this news to everyone right now!	
14.	Hahaha you wouldn't believe me even if I told you! LOL.	
15.	Ya I told Mr Yoon about the new date for the meeting aldy.	
16.	I'm quite busy rn, is it ok if I Facetime you later?	
17.	Come on lah, I will never set you up like dat?	
18.	He's googling to check if u're right about the flat earth theory.	
19.	I'm tired and I wanna go to sleep now. G9.	
20.	WAIT WHAT? The submission was two days ago? Why I dunno about it?	
21.	Gr8. I'll finish my part ASAP so we can consult the lecturer tomorrow.	

Section IV: Opinion on social media and grammar competence

22. Do you practice English through self-learning on social media?

Yes
 No

23. Do you use the Internet slangs (hahaha, idk, LOL, etc.) in conversations on social media?

Yes
 No

24. How frequently do you use the Internet slangs in conversations on social media?

Frequently
 Occasionally
 Never

25. As an undergraduate, what do you think is the effect of social media on the grammar competence of an undergraduate?

Advantageous effect
 Disadvantageous effect
 No effect

26. Do you agree that social media can improve your grammar competence?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

27. How do you rate the grammar competence of your university friends used when they are communicating with you via social media?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

28. Based on your own opinion, do you think Internet slangs used on social media affects the grammar competence of undergraduates negatively?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

***** END OF QUESTIONNAIRE *****